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The Consultative Group on Research and Education in Law

Canadian Law Professors

A report to the Consultative Group on Research and Education in Law
based on the 1981 survey of full-time law professors in Canada

John S. McKennirey

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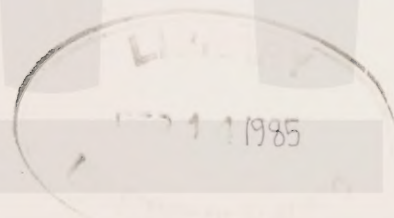
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Preface

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Questionnaire to Full-Time Canadian Professors of Law

PREFACE

The survey of Canadian Law Professors and this resulting report represent a collective effort. They were made financially possible by two sponsors, The Social Sciences and Humanities Research Council of Canada which established the Consultative Group, and the Canadian Law Information Council which generously provided a grant to cover the costs of computer analysis. Administration of the questionnaire was immensely facilitated by the cooperation of the Canadian Deans of Law who distributed questionnaires to their faculty members, encouraged their responses, and collected and transmitted their completed forms. The design of the questionnaire was developed in collaboration with the members of the Consultative Group and its Advisory Panel, the staff of the Canadian Law Information Council, of Statistics Canada and of the SSHRC, and most substantially with the Chairman of the Consultative Group, Professor Harry Arthurs. Members of the Consultative Group also made numerous suggestions concerning the analysis of the results. Of course, it was the actual collaboration of our respondents which made the survey possible at all and as successful as it was.

The views contained in this report, however, are those of the author alone and do not necessarily represent the Consultative Group to whom this study is submitted. Special thanks are due to Barry De Ville, consultant for computer analysis, and to Bernadette Vanden for the painstaking work of typing tables.

The raw survey data in machine readable form (computer tapes) are being deposited at the Public Archives of Canada should any researcher desire to use them for further analyses.

John S. McKennirey
March, 1982

What were we deliberately seeking in designing our survey questionnaire? First, this was not a sociological analysis. We did not attempt that depth of explanation. On the other hand, we were interested in more than a catalogue of research projects. We hoped to uncover something of the prevalent ethos as regards research among Canadian law professors; their research training and capabilities; the occupational, funding, and reward factors that affect their research orientation and productivity; and the relationship of research to their role as teachers - which is, after all, the traditional concept of the law professor's job. In sum, we were interested in exploring the present context in which legal research is undertaken by Canadian law professors.

The response to our survey of law professors indicates their teaching and research tends to be doctrinal, neglectful of fundamental theory, and distinctly lacking in interdisciplinary content and methodological diversity. Professors seem no less constrained, therefore, than practitioners to accord precedence to the demands of day to day practicalities involved in practising law. The principal reason, of course, is that students and their future employers expect the teaching of law will be, first and foremost, the transmission -- "unadulterated" -- of a definitive body of knowledge on which a practitioner can depend.

The law, as classically imagined, embodies immutable objective principles and processes that provide a basis on which the disposition of cases can be made. Day to day practice of law entails mediating, in accordance with time-honoured procedures, between an established body of statutes and precedents and a particular immediate situation, the latter's novelty primarily residing in its particularities. Under this conception, research on law is secondary, apart from what takes place in respect of particular cases.

Practising law obviously requires a straightforward and functional grasp of the law and its ways. In the day to day world, acquiring this grasp, and its remunerative use, are normally accorded precedence over any other considerations pertaining to the present and future role of the legal profession, including over the need for research on the various aspects of that role.

The term research, which has a relatively recent history, covers more than the painstaking and specialized tasks often essential to it, such as uncovering new data, gathering more facts, conducting experiments or surveys, and reporting results. From the end of the 19th century many disciplines have seen the passing of the centuries-old assumption that reality can be reduced to fixed and certain knowledge, explicable by demonstrable laws. We now realize the expansion of knowledge consists in continually revising and reinterpreting our explanatory constructs, as new data and more complete theories emerge. The term research means doing this purposefully: seeking better understanding through the review, rediscovery, reinterpretation and revision of current knowledge.

The fuller understanding at which research aims does not entail adding to a known body of scientific "law". It is realized that what once were accepted as laws in the past were only the persuasive hypotheses of their era. The confidence with which they were held had been misplaced; it retarded critical reexamination of prevailing ideas, and led into blind alleys. Understanding is not arriving at static explanations of the way things were, are and will be but rather an expanding, increasingly penetrating and self-revising appreciation of the factors involved, and their interrelatedness, in an irresistibly changing present. Research is understood as an organized effort to gain this appreciation in a particular field in light of additional data and changes in perception, sometimes profound, which emerge over time.

In general, law professors appreciate that the tendency to equate education with grasping a presumably definitive body of knowledge is a kind of throwback to the earlier but still commonplace classical outlook that had missed the essential point of what being truly well-informed requires. They endorse the conventional attitude that neglecting research has negative consequences for a profession and, indeed, society, but relatively little is done about it. The pressure seems well nigh irresistible to be "practical", "to stick to basics", to postpone research until some forever-receding, more propitious time. The general habit of regarding the need for research and the claims of immediate preoccupations in teaching law as poles apart contributes to what has been called the law professors' schizophrenia, ie. either activity seems somewhat divorced from reality. Indeed, both lack grounding in reality to the extent their interdependence is overlooked or ignored.

The law professors so-called "schizophrenia" is, of course, only a shorthand reference to the situation in which they find themselves. Our survey indicates they are not, on the whole, "divided within themselves" about what the aims of education for lawyers should be. On the one hand, they recognize that teaching what is involved in lawyering and belonging to the legal profession is not independent of research for the expansion and reinterpretation of the intellectual horizons of law -- historical, social and theoretical. Indeed most were attracted to teaching careers at least partly by the promise of engaging in research, and research remains one of the aspects they most enjoy in their academic life. However, the survey also indicates that the broad institutional values and framework within which law professors work, together with immediate occupational demands and rewards constrain them from using their resources effectively to do research and, in consequence, to offer a steadily enriched educational foundation for lawyers.

The elements of a vibrant legal research community are almost non-existent. Only 21% of law professors hold a doctorate in law (13% in the case of common law professors); only 21% spend more than a quarter of their time in self-initiated research; only 14% feel their curriculum stimulates a great deal of interest in research; and no more than 6% list jurisprudence, the basic theory of law, as their first, second or even third major research area. While these low levels may be due in part to extenuating circumstances, they could be regarded as a laconic commentary on the value placed on research by the legal community. The vital link between research and having a practical grasp on current developments does not seem, in normal course, to receive much attention.

The setting of a law professor's career is fluid, distracted and, in some ways, contradictory. It lacks the definition of role and organized division of labour that enables individuals to find and choose directions for continuing development, particularly as researchers. Forty percent (40%) of our respondents were either planning on leaving law teaching or unsure about staying. As a result of a high rate of staff turnover the legal teaching profession is somewhat younger than the average in other disciplines. It appears that many come and go through the ranks of the legal professoriate without making the lifelong commitment to it that has been a precondition of development and excellence in other disciplines. Moreover, while on faculty, most law professors are distracted by other preoccupations; almost 80% reported being engaged in part-time professional work of one kind or another over the past five years.

Despite their relative youth and modest involvement in scholarship (as traditionally conceived in the universities), law professors show a remarkable pattern concerning academic rank. Almost half are full professors, whereas less than a quarter of professors in the humanities or social sciences are full professors, and only 27% of professors across all fields hold this rank. The law

professors rapid advancement must be seen more as a response to their career opportunities than as a reward for exceptional and widespread academic achievement.

Indeed, narrowing our focus to the immediate occupational demands and rewards of law professors' work, the survey indicates further constraints on research. While preoccupied primarily with undergraduate teaching and preparing teaching aids, they are also concerned with a wide range of other activities. However, these do not include any substantial involvement in graduate teaching. They apparently deem it advantageous, at least in the short term, to take on a good deal of part-time professional work including some commissioned research. In this setting, apparently, research skills are not always extensively developed, and professors are clearly unaccustomed to most research methods outside the legal library. Furthermore, the survey showed that their research, independent or commissioned, is dispersed to a vaguely defined readership including practitioners and judges, law reformers and social policy makers, legal scholars and law students, scholars in other disciplines and the general public.

Law professors publish relatively little academic material. They also appear hard put to find academic inspiration in the legal curriculum which they feel attempts to satisfy a host of teaching objectives simultaneously -- from turning out competent legal practitioners, and providing students with knowledge of the substantive rules of law, to assisting them to be more reflective, analytical and critical in their work, and gain greater appreciation of the impact of law on society.

Common law and civil law professors showed some differences in our survey, and in the detailed comments which follow one is able to find a portrait of two different sets of characteristics.

Nevertheless, we should also point out that in a greater number of questions, particularly those relating to attitudes, objectives and research techniques and methodologies, the responses of the two groups were remarkably similar.

Civil law professors are slightly older and more prone to stay in law teaching; a much higher proportion hold advanced degrees (47% of civil law professors have a doctorate vs. 13% of common law professors); they are less involved in part-time work; they are somewhat more evenly distributed amongst the academic ranks, although their proportion of full professors (43%) is still above normal. In short, in these and certain other respects, civil law professors follow more closely the traditional academic pattern. Their publishing production, for example, is much higher: only 29% of common law professors had published a book in the past 10 years, in contrast with 62% of civil law professors. Civil law professors were rather less involved in interdisciplinary, historical, theoretical and transnational research than their common law colleagues; and rather more inclined towards doctrinal research (which for civilians embraces "theoretical") as well as comparative common/civil research. They are far more involved in research and teaching across the two legal systems than the common law professors. Common law professors favour greater contact with the other legal system, but remarkably few pursue it in research or otherwise.

Finally, although civil law professors follow what appears in many ways to be a more traditional academic path, including an emphasis on doctrinal/theoretical research, they are far more dissatisfied with their curriculum than common law professors. They see even less relationship between their teaching and their research, and nearly half feel that their curriculum stimulates very little or no student interest in legal scholarship and research. The most telling point here may well be the way in which civil law faculty perceive the influence of the bar. Among common law professors, 11% said course content was affected "a great deal" by bar requirements and 34% said they were "moderately" affected by the bar. Among civil law respondents, however, a full 39% found course content affected a great deal by bar requirements, and 33% said their courses were moderately affected. It is at least possible that this perception correlates with the lower estimation of the scholarship and research side of their curriculum by the civil law professors, and with the fact

that they see less of a relationship between their research and teaching. Of course it does not necessarily signify that their curriculum is actually any less academic than the common law. On the contrary: it is possible that the more intense scholarly involvement of civil law teachers makes them more sensitive to real or perceived professional influences, to which common law teachers may succumb either willingly or unconsciously.

Overall, the survey would suggest that, while various actions might be taken to improve the law professor's lot and encourage more research, fundamental changes are needed and will not be made until the legal profession acknowledges the acute necessity for liberating legal education and research from existing constraints. These seem largely due to educational and professional conventions that incorporate an outmoded classical outlook on learning, research and law itself.

Paradoxically, in the actual practice of law in Canada, practitioners and judges are not hidebound by some classical conception of legal process that precludes adaptation to contemporary developments. They recognize that the practice of law calls for a basic openness, a persistent drive to higher viewpoints, and a continuing reexamination of the nature of law as it is revealed in current circumstances.

Law professors are aware that neither straightforward functional knowledge nor research should be isolated or given precedence in any positivistic way in view of the self-developing, self-revising process of law over time; as already noted, the two are fundamentally interdependent. The importance of "teaching" an established body of knowledge has been given unwavering recognition. However, the same emphasis is not placed on the necessity for research, which is so important in these rapidly changing times, particularly if the legal profession's present place in Canadian affairs is to be maintained. What legal research needs now, at the least, is relief from the preemptive emphasis of market demand for "no frills" functional pieces of law

information. This relief would likely entail introducing new structures in the broad institutional framework in which law professors work to provide some order and continuity for research, and, at the same time, opportunities for richer academic formation, at both undergraduate and graduate levels.

This introduction is confined to the main points in our survey and only to their principal features at that. As is evident from the following commentary and the data generated by the survey, the overall situation in respect of law research is much more complicated in detail; the global observations here are susceptible of qualification in many ways. In the end the usefulness of this survey will depend on the extent to which it is incorporated in the research on education for law that is sorely needed, research as has been defined -- the review, rediscovery, reinterpretation and revision of understanding.

II COMMENTS ON SURVEY POPULATION

A. Response Rate

Our survey was conducted with the generous assistance of the deans of the Canadian law faculties, to whom we provided questionnaires for distribution to all their full-time staff including visiting professors and professors on leave. The deans collected the replies and transmitted to us 324 completed questionnaires. Some information on the total population of law professors is available from an annual survey of the law faculties conducted by the deans themselves. For the year 1980-81 their survey reported 613 full-time professors of law, including 74 on leave, and 20 visiting professors. The Departments of Law at Carleton University and the University of Quebec at Montreal were not included in these statistics. Carleton, of course, does not grant the LLB and is not surveyed by the Law Deans. The number of professors at UQAM is about 15.

The number which should be considered as the maximum target population for our survey is somewhat questionable. In the law deans' statistics for 1980-81, data as to rank is provided for only 558 professors, data as to years since first law degree for only 491, and "effective full-time faculty" is given as a total of 539. Nevertheless, 613 is given as the total number of faculty, and on that basis, our response rate would be 53%; but if one were to consider 540 as the approximate effective target population (the number of professors actively teaching full-time per year) our response rate would be 60%.

B. Representation

Since our target population was relatively small in number, we were able to survey the entire population, rather than work through a sample risking distortion through non-responses. Our 324 respondents are a significant population in their own right. We have, however, investigated their representativeness with respect to the total population.

Though there is limited demographic information on the characteristics of Canadian law professors, what is available fortunately pertains to some of the most crucial variables: sex, rank, number of years since first law degree, geographical distribution and distribution between common law and civil law faculties (see tables at the end of this chapter).

As to distribution by sex (Table A), among all law professors, 11.1% are female, and among the survey population 10.6% are female. Concerning rank (Table B), 48.9% of the total population are full professors, as are 50.5% of the survey population; 32.1% of the total population are associate professors as compared with 30.5% of the survey population; 18.9% of the total population are assistant professors, and 19.0% of the survey population are the same rank. The patterns as to rank and sex, then, are practically identical between the two groups.

If we turn to years since first law degree we again find a remarkably similar distribution between the survey population and the total, as is apparent in Table C. (This is a good indicator, as well, of distribution by age, an important variable.)

The survey population shows somewhat lower representation among the youngest group for whom it has been no more than three years since their first law degree. But the cumulative percentages for the two groups reveal a symmetrical pattern for the subsequent years. Indeed, considering the total of those for whom it has been less than 10 years since the first law degree, both the survey results and the law deans' statistics show exactly the same proportion - 31.4%. And each of the next three groupings by years of experience show a difference as between the two sets of statistics by no more than 2%.

Regarding distribution as to civil law and common law the survey population does not mirror the total population as perfectly as in our other measures. We see that the breakdown of the total population is 1/3 civil law professors to about 2/3 common law, whereas the survey drew responses at a ratio of about 1/4 civil

law to 3/4 common law. To accommodate the relatively low response from the civil law faculties, all our data are segregated as to civil or common law (Table D).

Finally, regarding the comparison of the survey with total population, we have examined the geographical representation of our survey population. As Table E shows, the geographical distribution of the survey for Ontario, the West, and the Maritimes, and the response rates in each of these regions are all very close to the total population. Quebec is low as to response rate and consequently as to geographical distribution (indeed it is this which slightly inflates the response rates and relative geographical distribution for the other regions). It does not seem necessary, therefore, to systematically segregate any geographical region other than Quebec, which is, in fact, segregated by the civil law factor. (We should note, here, that the civil law division of the Faculty of Law at Ottawa University is included in the civil law grouping. See p. 7)

A comparison of the survey population with the total population based on the common law/civil law division and covering the variables of sex, rank and years since first law degree is provided in Table F. The two common law groups show almost perfect symmetry, and even the civil law results, although based on smaller numbers, are very similar. The most apparent difference concerns the number of years since first law degree. The survey population in civil law shows a somewhat higher proportion of professors with less than 10 years since their first law degree (26%) than the civil law population as a whole (19%). Nonetheless, the survey group does reflect, though not as sharply, the difference in the total population between the common and civil law groups in that the common law faculties have a higher proportion of professors with relatively few years teaching experience than civil law faculties.

C. Potential Biases

Though there is little evidence on key variables of any systematic variation of our survey population from the total (acknowledging the lower response from Quebec), nevertheless it is worthwhile to look into certain biases which might characterize non-respondents.

Our survey primarily concerned research. Perhaps, therefore, law professors for whom research is a low priority might have been inclined to ignore it. The survey concerned itself with a variety of non-traditional research approaches which might not interest researchers in the traditional mode. It asked about publications. Perhaps those who have published little would not choose to answer. It asked extensively about obtaining research grants. Perhaps those who do not seek or obtain grants would tend to leave it aside. It asked about career factors. Perhaps those who do not intend to remain law professors, or who are unhappy with their situation would tend not to answer. Finally, it took some time to complete. Perhaps those busily engaged in activities other than law teaching would not devote time to a survey focusing on only one of their professional activities.

We can examine these hypotheses in light of the survey results. Has the questionnaire been systematically ignored by law professors for whom research is a low priority? If this hypothesis were true, we would expect to find a small proportion among our respondents indicating a low level of research activity. On the contrary, however, 39% of respondents reported spending 10% or less of their working time on self-initiated research, and 86% spent 10% or less of their working time on commissioned research. Clearly, then, substantial numbers of professors who are not particularly research-oriented have, nonetheless, answered the questionnaire. It is still possible, of course, that non-respondents would show a somewhat lower interest in research, but it seems doubtful that a powerful bias has been operative in this way.

Our second hypothesis concerned research techniques and approaches. As quite a number of questions concerned the use of various research methods, including empirical and non-traditional approaches, it is theoretically possible that traditional legal scholars may have been disinclined to reply to the questionnaire. What we find, in fact, again tends to contradict our hypothesis. For example, considering research techniques, very few respondents reported frequent use of empirical techniques (only 18.6% either "frequently" or "sometimes" developed statistical data; only 42% had frequently or sometimes used personal interviews, questionnaires, surveys) while the vast majority (88.0%) frequently employed a library-based approach using published materials. Similarly, 90% of respondents used a doctrinal approach in their research, while only about 25% used interdisciplinary approaches.

We conjectured that those who have published relatively little may not have been interested in our survey, oriented as it was towards both research and its output. If this bias were operative we would expect that law professors with few publications to their credit would not be found in great numbers among our respondents. We find, however, that in the last 5 years 63% of respondents had not published a book, 74% had not edited a book, 49% had not published a chapter in a book, and 13% had not published any articles, while 56% had published under six articles.

The same pattern occurs concerning the use of research grants. Over 30% of our respondents had not obtained any research subsidy over the past five years.

We were also concerned that those who were definitely leaving law teaching, or contemplating such a change, may have opted not to reply to our survey. In fact, however, our respondents included 8% who were definitely planning on leaving the teaching profession, and 32% who were unsure about the prospect of remaining law professors.

Finally, we might wonder whether those who were busy with activities other than law teaching might not have been inclined to answer a questionnaire concerned primarily with only one of their professional interests. If so, then we would expect to find relatively low proportions of respondents who were engaged in outside activities. In fact, however, 78% of respondents were involved in at least one part-time professional occupation over the past three years, and 39% were employed at some time during the past 5 years in part-time private practice. So this group, too, has not ignored the survey by any means.

One could go on to examine other variables in the same way. These seem to us, however, to be key variables which are most likely, theoretically, to have been associated with non-response to the questionnaire. Of course each law professor who did not respond had his own reason. Many of these reasons may be entirely personal and not relate directly to any of the variables in our questionnaire. They are simply random. What would concern us would be the presence of biases which relate to the variables in the questionnaire and which might account systematically for large proportions of the non-responses. We must bear in mind that we have responses from a large proportion of the total population, over 50%. Even if a bias relative to any one or more variables affected as much as 50% of the non-responses, this would still mean that the survey results would be valid for almost 80% of the total target population even on those variables. In any case, we simply do not find evidence of systematic bias on the variables which seem to us most likely to have encountered bias.

In presenting our survey results we have generally not projected figures to represent the total effective population. We present the absolute numbers and frequencies as they appear for our actual respondents. We believe, however, that the patterns that emerge among these respondents serve, within the bounds of reasonable expectation, as reliable indications of the patterns that would be found among the total population.

D. Note on Reading Tables

In drawing up the tables of our survey results we have adopted a simple method of indicating the number on which percentages are based. Most percentages are given in terms of the total number of responses: 324 overall, 247 common law, 77 civil law, and percentages relating to these total responses we have termed relative frequencies. In certain tables, however, the percentages are based only on a certain group of responses and in all such cases where the frequencies are adjusted to various totals we provide the number (n) on which the percentage is based.

Tables are numbered with the prefix 'Q' indicating that they are based on our questionnaire. The number of the table corresponds to the relevant question number in the questionnaire to permit easy reference. Readers should be alerted to the fact that the numbered series of tables contains certain gaps where several questions have been collected into one table. The questionnaire is attached as an appendix to the report.

The following are grouped among civil law faculties: Laval, McGill, Montréal, Ottawa (Civil Law Division), University of Quebec at Montreal, and Sherbrooke. Respondents from those universities are the 77 civil law professors referred to throughout the report.

COMPARISON OF SURVEY POPULATION WITH LAW DEANS' STATISTICS ON TOTAL POPULATION

All figures for 1980-81

| LAW DEANS' STATISTICS | | SURVEY | |
|-----------------------------|-----|-----------------------------|-----|
| 1. Full-time faculty | 613 | 1. Total respondents | 324 |
| 2. On-leave | 74 | 2. Excluding Carleton, UQAM | 316 |
| *Carleton and UQAM excluded | | 3. Response rate | 53% |

Table A Distribution by Sex

| LAW DEANS' STATISTICS | | | SURVEY | | |
|-----------------------|-----|------|--------|-----|------|
| Sex | No. | % | Sex | No. | % |
| Male | 545 | 88.9 | Male | 286 | 89.4 |
| Female | 68 | 11.1 | Female | 34 | 10.6 |

Table B Distribution by Rank

| LAW DEANS' STATISTICS | | | SURVEY | | |
|-----------------------|-----|------|--------------|-----|------|
| Rank | No. | % | Rank | No. | % |
| Full Prof. | 273 | 48.9 | Full Prof. | 154 | 50.5 |
| Assoc. Prof. | 179 | 32.1 | Assoc. Prof. | 93 | 30.5 |
| Ass't Prof. | 106 | 18.9 | Ass't Prof. | 58 | 19.0 |
| Total | 558 | | Total | 305 | |

Table C Years since 1st law degree

| LAW DEANS' STATISTICS | | | | SURVEY | | | |
|-----------------------|----------------|------|-------|--------|-----------------|------|-------|
| Years | No. Professors | % | Cum.% | Years | No. Respondents | % | Cum.% |
| 1- 3 | 28 | 5.7 | 5.7 | 1- 3 | 8 | 2.5 | 2.5 |
| 4- 6 | 69 | 14.1 | 19.8 | 4- 6 | 45 | 13.8 | 16.3 |
| 7- 9 | 57 | 11.6 | 31.4 | 7- 9 | 49 | 15.1 | 31.4 |
| 10-14 | 121 | 24.6 | 56.0 | 10-14 | 85 | 26.2 | 57.8 |
| 15-19 | 100 | 20.4 | 76.4 | 15-19 | 64 | 19.7 | 77.5 |
| 20 | <u>116</u> | 23.6 | 100.0 | 20 | <u>73</u> | 22.5 | 100.0 |
| | 491 | | | | 324 | | |

Table D Distribution: Civil Law/Common Law

| LAW DEANS' STATISTICS | | | SURVEY | | |
|-----------------------|-----|------|------------|-----|------|
| | No. | % | | No. | % |
| Civil Law | 198 | 32.3 | Civil Law | 74 | 23.4 |
| Common Law | 415 | 67.7 | Common Law | 242 | 76.6 |

Table E Distribution by Geographical Region

| LAW DEANS' STATISTICS | | | | SURVEY | | |
|-----------------------|-------|------|----------|-----------|-----|------|
| Region | No. | % | Response | Region | No. | % |
| | | | Rate % | | | |
| West | 152.5 | 24.9 | 61.0 | West | 93 | 28.7 |
| Ontario | 200.3 | 32.7 | 55.4 | Ontario | 111 | 34.3 |
| Quebec* | 197.5 | 32.3 | 37.5 | Quebec* | 74 | 23.8 |
| Maritimes | 62 | 10.1 | 61.3 | Maritimes | 38 | 11.7 |
| Total | 612.3 | | | Total | 316 | |

* includes Ottawa - Civil Law Faculty

Table F

Comparison of Survey Population with Law Deans' Statistics on
Total Population: By Civil Law and Common Law

| LAW DEANS' STATISTICS | | | | | | SURVEY | | | | | |
|-----------------------|------------|------|-----------|------|-------|------------|------------|-------|-----------|--------|------|
| | | | | | | | | | | | |
| Sex | Common Law | | Civil Law | | | Sex | Common Law | | Civil Law | | |
| Male | 89.9 | | 86.3 | | | Male | 91.4 | | 82.9 | | |
| Female | 10.1 | | 13.7 | | | Female | 8.6 | | 17.1 | | |
| Rank | # | % | # | % | | Rank | # | % | # | % | |
| Full Prof. | 194 | 51.6 | 79 | 43.4 | | Full Prof. | 118 | 50.2 | 36 | 51.4 | |
| Assoc. | 112 | 28.0 | 67 | 36.8 | | Assoc. | 70 | 29.8 | 23 | 32.9 | |
| Ass't | 70 | 18.6 | 36 | 19.9 | | Ass't | 41 | 20.0 | 11 | 15.7 | |
| Total | 376 | | 182 | | | Total | 235 | | 70 | | |
| Yrs. since law | | | | | | | | | | | |
| Degree | | % | Cum.% | % | Cum.% | | % | Cum.% | % | Cum. % | |
| 1- 3 | 25 | 6.4 | 6.4 | 3 | 2.9 | 2.9 | 8 | 3.2 | 3.2 | 0 | - |
| 4- 6 | 60 | 15.4 | 21.8 | 9 | 8.8 | 11.7 | 38 | 15.4 | 18.6 | 7 | 9.1 |
| 7- 9 | 50 | 12.9 | 34.7 | 7 | 6.9 | 18.6 | 36 | 14.6 | 33.2 | 13 | 16.9 |
| 10-14 | 88 | 22.6 | 57.3 | 33 | 32.4 | 51.0 | 67 | 27.1 | 60.3 | 18 | 23.4 |
| 15-19 | 72 | 18.5 | 75.8 | 28 | 27.5 | 78.5 | 45 | 18.2 | 78.5 | 19 | 24.7 |
| 20 | 94 | 24.2 | 100.0 | 22 | 21.6 | 100.1 | 53 | 21.5 | 100.0 | 20 | 26.0 |
| Total | 389 | | | 102 | | | 247 | | | 77 | |

III REPORT ON SURVEY RESULTS

A. Personal Information

Canadian law professors are relatively young. The median age of those who replied to our survey was 38; i.e. as many are younger than 38 as there are older. Table Q-1 gives a breakdown by age of law professors in five-year groupings. Some comparative statistics are helpful in appreciating this age distribution. In 1979-80, the most recent year for which statistics are available, the median age of all university professors was 42¹, that of professors in the humanities was 43, while that of professors in the social sciences 39. The median age in our survey was 38. In fact, professors in the social sciences are rather older relative to law professors than this suggests, for only 25% of social scientists were under 35 in 1979-80, as opposed to 33% of our law professors in 1980-81. As a further contrast, only 11% of professors in the humanities were under 35 in 1979-80. A similar pattern appears in the percentages of those 45 and over. For all fields together, 39% of professors are over 44; in the humanities this figure is 45%; in the social sciences it is 31%, while in our survey it is only 23%.

As we noted in the preceding section (p.4), the civil law faculties differ from the common law faculties in terms of number of years since first law degree (Table F, p.10). In our survey, only about 19% of civil law professors had held their LLB for less than 10 years, while 35% of common law professors were in this category. If one includes the next age group, however, the cumulative frequencies converge, meaning the frequencies readjust over a period of just a few years. Our survey statistics on age, moreover, do not show such a disparity between civil and common law professors (Table Q-1A), but indicate only a slightly higher proportion of civil law professors in the middle age range. The statistics on number of years of full-time law teaching (Table Q-4A) reveal only slightly lower proportions of civil law teachers having taught 10 years or less (difference of 6%). The conclusion would seem, therefore that civil law faculties have probably hired

¹ Statistics Canada Data (unpublished)

somewhat fewer professors in the past ten years than their common law counterparts, but that the above-mentioned discrepancy in terms of years since first law degree may largely be due to the difference in years of education prior to obtaining the LLB which exists between the civil and common law systems.

Despite their relative youth, law professors show a remarkable pattern concerning academic rank. They are promoted very quickly to the rank of full professor. This is apparent in Table Q-4. Almost half of all law professors are full professors, whereas less than a quarter of professors in the humanities or social sciences are full professors, and only 27% of professors across all fields hold this rank. Again despite their youth, relatively few law professors have the rank of assistant professor or a lower rank - about one fifth; whereas in other fields these ranks account for over a third of the professors.² Nor have the law professors been long employed in their teaching careers. Almost a third (32%) have been teaching five years or less; 60% have been teaching ten years or less; while 85% have been teaching fifteen years or less (see Table Q-4A).

Law teachers show a higher proportion of males than do other fields. In our survey, only 11% of respondents were female, while in the humanities in Canada 18% of professors are female, and in the social sciences this proportion is 13%, while for all fields it is 15%. It is interesting that the proportion of females in the civil law faculties was 13.7% (Table F, p.9), 3.6% higher than the common law faculties. There is a marked difference between law professors and other disciplines relative to Canadian citizenship: 89% of law professors are Canadian citizens, as compared with 73% of professors in the humanities, 72% in the social sciences, and 76% among all university professors.

Though the differences between the common law and civil law faculties which we have pointed out in this section are not dramatic, nevertheless they are consistent in the sense that they

² The civil law faculties, though still far above the norm for all disciplines, show a lower proportion of full professors than common law faculties (difference of -8.2%), and a higher proportion of associate professors (difference of +8.8%) as shown in Table F, p.9).

show the civil law faculties are a little closer to the academic norm; in terms of patterns by rank and sex of faculty, and in the apparent fact that there are somewhat fewer young professors in the civil law schools.

B. Education and Experience

A number of questions in our survey were directed to the educational and occupational formation of law professors. We asked about their legal and non-legal education, and their full- and part-time law-related work experience.

The question on non-legal education was answered by 305 respondents (see Table Q-5). About two-thirds reported having earned a BA (62.6%), some had undertaken some other undergraduate training (13.1%), and a number had earned a BSc (7.5%). Only about 13% had earned an MA, and an even smaller number (3.6%) held a doctorate. Three-quarters had taken their degrees in Canada, with most of the remainder accounted for by the United States (9.8%) and the United Kingdom (5.6%). Pre-law degrees of civil law professors are more predominantly Canadian (83.3%) or if not then most often obtained in France (9.7%). Of those who reported having earned a BA, there were 5 main discipline majors which accounted together for about three-quarters of the total: political science, history, economics, English literature and philosophy (Table Q-5A1). The discipline 'art' was coded by 32 respondents, but here the most likely interpretation is that a good number of these 32 meant to indicate general 'arts' rather than fine arts. It is worth noting the very few undergraduate degrees in sociology (6, or 3%) or psychology (4, or 2%), and the fact that no respondents listed criminology, social work, urban studies or geography as their undergraduate major. It seems that those who enter law come from backgrounds in or close to the "arts," or the more traditional and the less "empirical" disciplines of the social sciences; and this is especially true of the civil law faculties. This may have a significant bearing on

their later research orientation. For instance, of the arts majors (arts, history, literature, philosophy) only 19% later reported the methodology of their primary research field as empirical, whereas for the social science majors 35% reported an empirical methodology for their primary area of research.

Turning to the legal education of our survey population, we find that the professors at Canadian law faculties have been trained almost exclusively as lawyers: 96.3% earned their LLB. This may seem a statement of the obvious, but it need not be viewed that way. Considering the small numbers with graduate training in disciplines other than law, and the rather narrow range of disciplines represented even at the undergraduate level, the exclusive use of lawyers as law professors has very definite implications for the intellectual life of the law faculties. More than once we were told, as at our Maritimes regional consultation, that law faculties could not begin to teach an interdisciplinary and socially relevant approach to law without recruiting non-lawyers into their ranks.

It is apparent in Table Q-6 that a good proportion of law professors hold an LLM degree (70.4%), but that a much smaller number hold a doctorate (20.7%). There are significant differences here, however, between the civil law and common law faculties, for 47% of civil law professors held a doctorate and 79% an LLM, while only 13% of the common law professoriate have a doctorate and only 68% a master's in law. In part this is due to the fact that the LLM is usually the third degree earned by a law professor in the common law system. Nonetheless, the low proportion of doctorates in common law is very significant for research; for the LLM is normally earned in one year, and, particularly in common law faculties, does not involve the major research training that is demanded at the PhD level. In other disciplines the doctorate is far more common among professors. In the humanities, for example, 70% of professors hold a PhD; in the social sciences this proportion is 62% (which is about the same as the overall proportion in all fields).

There seems to be a trend towards more LLM degrees among law professors, but not more PhDs (Table Q-6A). Among the professors under 36 years old, 80% hold the LLM or equivalent degree, as compared with 64% of those 36 or older. In fact the younger common lawyers for the first time show the same proportion of master's degrees as civil lawyers. But this increase in numbers of higher degrees does not hold for the doctorate. Of the respondents over 45, 26% had the doctorate, while of the group under 46 only 19% had doctorates, and of those under 36 only 14% had doctorates.

Law teachers have almost universally sought admission to the bar. Roughly 91% said they had been admitted to the bar either in Canada (77.5%) or abroad (13.9%), which is about 95% of those who earned an LLB. The relative youth of the law professors is apparent again in the number of years since their bar admission. As we see in Table Q-8, a quarter of those admitted to the bar in Canada were admitted less than 5 years previously and half less than ten years. In accordance with the point made earlier, we find fewer number of civil law professors having been recently been admitted to the bar. Table Q-10A1 shows the distribution by country of those admitted to the bar outside of Canada, and almost all are in the common law faculties, over 70% of whom are from the three Commonwealth nations: the U.K., New Zealand and Australia.

An important factor for potential contact between the two legal systems in Canada is the linguistic capability of law professors. English is universally known, but not so French, as is apparent in Table Q-11. Nevertheless, fact that 73% of common law professors have at least a reading knowledge of French is encouraging, and rather surprising in view of the general neglect of the civil law system by common law researchers which we shall see later on. Beyond the two official languages, one fifth of law professors have a reading knowledge of at least a third language, and 8% can read four languages.

The final aspect of the background of law professors which we examined was their work experience, both full-time and part-time.

A large proportion of law professors have had one or several full-time occupations outside of law teaching: 68% indicated at least one full-time position (see Table Q-12). Most common was private practice, in which 44% of the total of our respondents had been engaged, about half of them for only one or two years. Other common types of full-time employment, though involving far fewer respondents, were employment in a government department (12.3%), staff member of a law reform commission (8.1%), or law clerk (8.0%). This employment, too, has almost always been short term, seldom lasting more than two or possibly three years. The difference between the common law and civil law responses is worth noting here. While over 70% of common law professors have had previous full-time work experience, the same is true for only 60% of civil law professors, suggesting again a slightly more academic pattern in civil law faculties. Civil law professors are less likely in particular to have been employed by a law reform commission, or as law clerks.

Part-time law-related employment is very common among law professors. At least one part-time occupation over the past 5 years was cited by 78% of respondents. Again private practice was the predominant occupation, listed by 39% of all respondents. But substantial numbers of law professors were involved in a variety of other part-time occupations: 25% had worked with public interest or community groups, 22% as mediators or arbitrators, 18% as researchers for a law reform commission, and 17% with government departments. A breakdown of all part-time work is shown in Table Q-13. It is hardly likely that traditional academic disciplines would show such a range and frequency of part-time work on the part of their professoriate.

Again, with regard to part-time work, we see a more academic pattern emerge in civil law faculties in comparison with common law. While 82% of common law respondents reported part-time work over the past 5 years, the civil law proportion was only 68%. Though the involvement in part-time legal practice is equal, the civil law professors are much less involved in such areas as law reform work, arbitration and mediation, and work for public interest or community groups.

We found in our regional consultations that current opinion on the state of research in law is contradictory and confusing. On the one hand, we have been told that there is too much legal research going on, deluging judges, lawyers and law makers in a torrent of studies and reports. On the other hand we were told by scholars and senior members of the bar and the judiciary that there is a desperate need for fundamental legal studies. One well-known legal scholar said, at our Prairie regional consultation, that there are not really gaps in legal scholarship, but vast yawning chasms. Perhaps this pattern of attention to the technical and neglect of the fundamental gives the reason for the ambivalence so many seem to feel towards the question of legal research: what we have in abundance does not satisfy; it preoccupies.

The full scope of legal research in this country is not covered by any means in the work of Canada's full-time law professors. Legal research is also carried out by law reform commissions, departments of justice and attorneys and solicitors general³, as well as by scholars in other disciplines, various non-legal government departments, public interest groups and social agencies. Yet the law professors are, no doubt, in a privileged position, situated within the universities, which makes it possible for them to perform a strategic role out of proportion to their numbers in deepening our understanding of law and legal institutions, and integrating the study of law into the rapidly advancing disciplines of the human sciences. Their research, therefore, is of special interest.

In designing our questionnaire to law professors we decided to approach the question of research from several perspectives. First, we wanted an overview of the subject matter to which they addressed themselves. Second, we wanted to know the methodological approach that they were bringing to their research, was it doctrinal, historical, philosophical, empirical and so on. (As a further investigation of these two questions, we commissioned a survey of Canadian legal literature examining books and articles since 1958 and classifying them by subject and

³ see Sources of Support for Legal Research, John S. McKennirey, 1982.

methodology⁴.) Third we wanted to find out the practical conditions under which they were working: their allocation of time, the availability of funds and research tools, their libraries, etc. Finally, we wanted to know how they had been prepared for the task of scholarship.

We asked law professors to list up to ten major areas of research in order of importance, and to indicate for each area the methodology employed, according to a classification we provided. We defined the following seven research methodologies: 1) doctrinal, involving the detailed analysis of existing legal doctrine, literature, statutes and cases; 2) historical, concerned with tracing the history of some development within the law and possibly as well its relationship to the history of a society; 3) theoretical, the philosophy of law or jurisprudence; 4) comparative law in Canada, involving the common law and civil law systems; 5) transnational comparative law; 6) interdisciplinary empirical, based primarily on empirical data, whether sociological, political, economic or other; 7) interdisciplinary non-empirical, involving interdisciplinary collaboration or conducted from the perspective of another discipline (other than philosophy or history).

Despite the fact that this question was relatively complex, 315 of our 324 respondents did answer by listing at least one research area. In fact 289 listed two subject areas, and 216 listed three (see Table Q-19).

As it turned out, the primary research area is a good indicator of the pattern followed by respondents as a whole in the methodologies employed in their other areas of research. It was permitted to report more than one methodology for any one research area. Almost all research involved doctrinal analysis - 90%. Second in frequency is the use of the historical methodology, cited by 56% concerning their primary research area. Yet it seems impossible that this proportion is actually doing intensive legal

⁴ Profile of Legal Literature, Alice Janisch, 1982. Available on request from SSHRC.

history, for only 4.4% listed Canadian legal history as a 1st, 2nd or 3rd area of research, and only 1.3% listed other legal history this way. Respondents seem to have interpreted historical methodology more broadly than the definition offered in the questionnaire itself, perhaps to include conventional legislative analysis and the evolution of particular legal rules. About two-fifths reported using transnational comparisons (42%) in their research, and roughly the same proportion reported a theoretical dimension in their work (40%). About a quarter reported having used an empirical methodology, and roughly the same a non-empirical interdisciplinary approach. Lowest in use was comparison between common and civil law, something employed by only 19% of respondents.

The civil law respondents as reported in Table Q-19 (also in Tables Q-33 and Q-35 which deal with research methodology in law teaching), showed less tendency to historical and theoretical approaches as well as to interdisciplinary work, both empirical and non-empirical. They showed substantially more interest in common/civil comparative research, though less interest in transnational comparative work. Doctrinal research among civil law professors was predominant, listed by 95% of respondents as an approach used in their primary research area. The difference between the two groups with respect to common/civil comparative research is particularly striking. Only 15% of common law professors employed this approach in their primary research area as contrasted with 32% of civil law teachers.

We tested a number of hypotheses aimed at discovering factors that might be related to the use of the various research methodologies. One possibility was that the country of LLM might affect the choice of research method (see Table Q-19 x Q-6B1). The first observation here is that the presence of the LLM itself makes for no significant variation from the norm in research methodology. There is, furthermore, very little variation attributable to country of LLM, except to say that those receiving this training in Canada would seem to show less interest in theoretical and transnational research (33% versus approximately

45% in both cases). It is interesting that the LLM from the U.K. is related to a higher use of common/civil comparisons than the LLM from Canada (28% vs 17%).

In Table Q-19 x Q-4 we present a cross-tabulation of research methodology by number of years full-time law teaching. There is a remarkable absence of variation between the three age groups. The figures in Table Q-19A were actually rather high compared to our expectations of the use of non-traditional methodologies. Other statistics, however, which we discuss later on concerning research techniques and library use, tend to qualify the impression conveyed here that law professors make substantial use of a wide range of research methods.

Our respondents were asked to indicate whether, since beginning their research career, they had changed their research methodology. One third of the respondents in both civil and common law answered affirmatively. We then asked whether their research had shifted more or less in terms of our seven methodology types (Table Q-21). Within the common law group a movement away from the doctrinal method was registered by 19% of respondents, whereas no more than 4% indicated a move away from any other methodology. Moreover, between 15% and 19% of common law respondents indicated they were doing more research vis-à-vis each of the methodologies except doctrinal (only 5% were doing more doctrinal research) and comparative common/civil (only 3% were doing more in this area).

The pattern is not quite the same for the civil law group, but here one must take care to note that the absolute numbers are very small. It would seem that there is no net movement away from doctrinal research among civil lawyers, as 17% of respondents indicated shifting more towards this method while 13% indicated a shift away from it. Again there is a difference concerning comparative common/civil research, for 17% of civil law professors said they were engaging more in this research versus 3% of common law professors who said the same. With regard to the other research methodologies, however, as with the common law

respondents, civil law professors in proportions from about 13% to 20% indicate more research of the types defined as historical, theoretical, transnational, and interdisciplinary (both empirical and non-empirical).

At this point, we turn to the relationship of research methodology to subject area. For most of the 88 subject areas listed in our questionnaire numbers were so small that a cross-tabulation with research methodologies would not be meaningful. We have therefore selected only the top 20 research areas for the cross tabulation which is presented in Table Q-19B. And in so doing we have included the total number of respondents who reported each of these areas as their first, second or third major research field. It is interesting to note how similar in general are the research interests of civil and common law professors, with a few exceptions. Common lawyers show a far greater interest in criminal law, labour relations and torts. Civil lawyers seem to show a relatively higher interest in municipal law and combines than common lawyers.

Overall, Table Q-19B shows that a heavy reliance on the traditional research methods means, even for those fields where there is a concentration of legal scholars working, that many areas are receiving little study using other methodological approaches. Consider criminal law, to take one example, which 38 respondents as among their top three research areas. Only 6 of these reported doing empirical research, of whom only 2 had reported criminal law as their primary research focus.

Of course, it might be argued that any field broken into enough sub-sections will reveal a pattern of empty or near empty cells. Nevertheless, fields such as empirical research in civil rights law, or in the administration of justice, or in criminal law are actually broad areas and not narrow subspecialities. To bring home this point, we need only look to the fact that Canadian legal history per se, which is hardly a narrow field, was not even among the leading twenty research areas, and, indeed, can boast only 8 of 315 (2.5%) legal scholars who list it as their primary focus.

Certain questions arise in reviewing this pattern of dispersed research and restricted methodology. Is the research too random? Does the pattern suggest there is not a consciousness among law professors of the overall state of knowledge in law in the country? Do they fail, therefore, to situate their own interests and focus their own efforts within the context of a clearly (or roughly) delineated appraisal of the research needs of the discipline? Is it market forces - mediated through the professional ethos of law schools - that explain, for instance, that 29 professors are studying the doctrine of taxation law and only six conducting empirical research into family law? or that twice as many law professors work on insurance law as on immigration? Is the disproportionate reliance upon conventional doctrinal research due to the absence of an intellectual orientation that would highlight the need for theoretical and fundamental research? Only six of 315 law professors list jurisprudence as their primary area of interest. Surely it is strange that under 2% of law professors should devote their main academic interest to the fundamental theory of law itself? Or, again, does this suggest that somehow the study of law in Canada is conceptually lost, adrift without an intellectual compass?

It would be hasty to attempt to answer these questions from these statistics alone. Any scheme of classification is difficult to interpret for it is undeniably impossible to develop a series of mutually exclusive categories, free from overlap and ambiguity.

These questions we have posed, then, are based on a view taken, as it were, from a great height, from which detail is not visible. They are questions which need to be approached with more concrete information, some of which was obtained in this survey, but which the Consultative Group has also sought to obtain through its regional consultations and survey of legal literature.

Following from the small numbers of legal academics in the country, however, one can see how important in fact is the choice of each career law professor as to where he will devote his attention, a fact which is particularly acute for Quebec. This might imply that there should be a collective effort to move away from certain kinds of research - e.g. doctrinal research in areas where large government departments are active - towards other areas that are as important as they are neglected, and to focus here on historical, theoretical, comparative and empirical work.⁵

The fact that so few law professors are working in many fields entails, furthermore, that their research productivity and the factors that affect it are especially significant. How productive are law professors as researchers and why? This question emphasizes the need to decide whether and to what extent law faculties should be considered primarily as professional training centres, or as centres of knowledge and social development.

We need now to retrace our steps. We have tried to take a bird's eye view of the research being conducted by Canadian law professors. Now we take a look from ground level. What are the conditions within which law professors are working: what are their research techniques and tools? what amounts of time and funds are at their disposal? and what other research resources do they have?

In Question 14 we asked what research techniques and resources law professors employed. Table Q-14 gives the results. A very heavy reliance on library-based research is evident. While library research is employed frequently by 88% of respondents, no other approach is used frequently by more than 17%. Indeed, this reliance on libraries is more marked than is indicated by the responses as to methodology, which we have already examined. Although 25% of respondents claimed to employ empirical methods in their major fields of research, we find that no "empirical" research technique is used frequently by more than 11% of

⁵ In order to make the results of Table Q-19B more concrete, we have prepared Table Q-19C which shows the figures of Q-19B weighted so as to represent the total population.

respondents. Regarding frequently used research techniques only 7% indicated using personal interviews, questionnaires or surveys, only 7% systematic observation. Remarkably, a mere 3% frequently develop any new statistical data (and only 15% reported developing new statistics even "sometimes").

Anticipating that library research was predominant among law professors, we sought to find out which libraries they were using. There were only three libraries in which more than 10% of the respondents reported that they spent more than 10% of their library time: the respondent's personal library, his law library and his university library. Furthermore, regarding the general university library, only 14% of respondents reported conducting more than 10% of their library-based research there, and almost none conducted over 25% of their research in this library.⁶ This fact tends to modify an earlier response related to interdisciplinary research, in which 26% of respondents claimed to be conducting non-empirical interdisciplinary research in their major research field. Would not such research normally require substantial use of a general library? The figures on library use also suggest that the high proportion of research using an historical methodology (56%) is probably focused largely on strictly legal developments, and relatively unrelated to social, economic and political history.

Moreover, such research appears to be most often based on published materials, for we see in Table Q-14 the relatively low incidence of use of unpublished materials.

To reiterate, for the vast majority of law professors their library-based research is conducted in their faculty library or their personal library. Indeed, 86% reported conducting between 26% and 100% of their library research in their faculty library, and over a quarter of law professors conduct 75% to 100% of their library research here. If the professor is not working in his law faculty library, he is probably in his office or home, for 46% of

⁶ In fact, for Laval, UQAM and Carleton (9% of respondents) the law library is integrated in the general university library, which may have inflated the figure of 14% slightly.

professors carry out between 11% and 50% of their library research in their personal libraries. Outside their own universities, some law professors may occasionally visit the libraries of other Canadian common law faculties (though 73% never do) or other Canadian civil law faculties (91% never do). Table Q-16 shows that the visiting of other libraries is on a very modest scale.

In Table Q-16A we compare the common law and civil law respondents on the issue of library use. The professors in civil law faculties show a heavier dependence on their personal library (42% spend over 25% of their library research time here vs. 25% for common law) and somewhat less use of the university law library or of the general university library. We see in Table Q-17 that, in fact, civil law professors are rather less satisfied with their law libraries than their common law colleagues. The pattern that civil law professors make more use of common law libraries than common law professors do of civil law libraries accords with the fact that civil lawyers are more inclined to undertake comparative research across the two systems. Over all, however, the comparison of civil law and common law professors in terms of library use shows a great similarity, and certainly the same dependence on the personal library and the law library.

As far as the adequacy of their law faculty libraries for research is concerned, our respondents were content but not enthusiastic. In no area but "law reports" did more than half rate their library's holdings as excellent. On the other hand, as Table Q-7 shows, about one-third do consider the holdings of their law libraries as excellent in most areas - with the definite exception of government documents. Only about 20% would rate their library as merely fair or poor as to its holdings. Law professors are quite happy with library services, with the possible exception of microfilm services, but this is an area with which many have little familiarity.

Civil lawyers have a somewhat lower estimation of the adequacy of their law libraries as shown in Table Q-17A. Respondents from civil law faculties were less inclined to rate holdings on services as "excellent", and more inclined to use the ratings

"good" or "fair". A particularly significant difference seems to relate to periodical holdings, as 30% of civil lawyers rated their libraries holdings as fair or poor in this respect in contrast with only 16% of common lawyers. If this rating of law libraries is accurate, it may relate to the fact that libraries of civil law faculties have smaller acquisitions budgets.⁷

Though libraries are generally rated as adequate, the Canadian materials they are able to store are not. When asked about the adequacy of Canadian research tools (general texts, finding aids, bibliographies, automated information systems) very few professors rated them as excellent, and less than a quarter rated them as good. General texts were rated as fair or poor by 63%, finding aids were given the same ratings by 61%, bibliographies by 65% and automated information systems by 54% (and in this last case over a third did not express an opinion). Civil lawyers, however, showed a significantly better opinion of the adequacy of general texts and bibliographies than common law respondents (Table Q-18A): 46% of civil law respondents rated general texts as excellent or good, versus 28% of common lawyers; and 34% of civil lawyers rated bibliographies good or excellent in contrast with only 21% of common lawyers.

A very basic element of the research infrastructure, of course, is funding. Over the past 5 years, however, 34% of our respondents had not received direct subsidy for their research. The proportion was virtually the same for both civil and common law. Nor does it seem likely that this proportion had in fact required even small amounts of funds, as is apparent in Table Q-27. Very small research grants are in some demand, for 44% of all respondents reported requiring amounts under \$2,500 either sometimes (23.1%) or frequently (20.4%). And somewhat larger but still quite modest sums, between \$2,500 and \$5,000, were sometimes

7. See Canadian Law Faculties, John S. McKennirey, 1982. Available on request from the SSHRCC.

(20.4%) or frequently (9.0%) required by a total of 29% of respondents. It is clear from Table Q-27 that larger sums are used by a very small minority of law professors. (Across the board, civil law respondents show slightly less demand for funds at almost every level.) Over all, this pattern correlates perfectly with the heavy reliance on library-based research, and seems, again, to convey the impression that the generally more expensive empirical research is not yet well established in law. Rather, it would seem to suggest that research methods among law professors, outside of the context of solitary, library-based scholarship are not yet much developed.

In an attempt to discover if there were particular hindrances experienced by law teachers in seeking research funds, we asked about a series of potential sources of discouragement. As Table Q-28 indicates, the large majority of professors have not been affected by these factors. The most common hindrances would appear to be "granting agencies not prepared to entertain projects in the desired area" [23% responded that this had discouraged their search for funds either sometimes (15.7%) or frequently (7.0%)], and, "overly complex application procedures" [19% cited this as a "sometimes" or "frequent" source of discouragement]. It was most interesting to find that only 15% of respondents listed the lack of a salary supplement as a factor which frequently or sometimes discouraged them from seeking funds, and that only 16% listed the lack of provision for released time in the same way.

We examined the correlation between factors discouraging the search for research funds and the amounts of funds required. We grouped respondents who had indicated "frequently" or "sometimes" to discouragement in seeking funds (Table Q-28), and then examined their responses to amounts of funds required (Table Q-27).

As roughly one third of respondents did not answer the question on amounts of funds needed, the relative frequencies of those who did reply are deflated by the large proportion of questions left blank (Table Q-27). Those who answered the question on discouraging factors however (also omitted by about 1/3 of respondents) had

almost all given a response to the question on amount of funds required. Therefore, our comparison of discouraging factors and amounts of funds required should be based on the adjusted frequencies in Table Q-27 which correspond only to those who had required funds.

We found, then, in comparing Table Q-27 (adjusted frequencies) with Table Q-28A that only in the case of "lack of salary supplement" is there any apparent divergence from the norm.

It would appear that the law professors who are discouraged by the lack of salary supplement are more often than normal those who require small amounts of research funds. There is a group who apparently want salary supplement and little more; for 43% of those discouraged by lack of salary supplement frequently require less than \$2,500 in research funds (versus 29% of the total), and 23% frequently require less than \$5,000 (versus 14% of the total).

We were also interested in whether or not discouragement in obtaining research funds could be related to methodological approach. We found no dramatic variations from the norm, but several results worth noting did emerge (Table Q-28B). Those for whom the lack of salary supplement was listed as a discouraging factor in research funding, showed relatively higher proportions in all research methodologies except "doctrinal". In other words, of all methodologies doctrinal research is least discouraged by lack of salary supplement. (Perhaps because this type of research is well supported by salary supplements.) The greatest variation from the norm related to non-empirical interdisciplinary research, cited by 26% of the total population but by 39% of the group discouraged by the lack of salary supplement. This research methodology was also similarly related to the problem of granting agencies not prepared to accept projects in the desired area. It was not, however, related to the need for released time. Indeed the lack of released time seemed completely independent of research methodology.

We were often told that law professors do not seek grants for self-initiated research because a) they are busy working on contracts, and b) they want released time. The above statistics qualify substantially the second of these suppositions, and the first is qualified by the responses to several other questions. In the allocation of working time, for instance (Table Q-31), 55% of our law professors indicated that they spend no time at all on commissioned research, while another 32% said they spent only from 1% to 10% of their time this way.

We asked respondents to indicate whether the funding they had received over the past five years was for self-initiated or commissioned research, and in either case from what source it was obtained (see Table Q-26). Out of 324 respondents, 208 (64%) had received funding for their research during the past five years (hereafter called eligible cases), and for 90% of these the funding was for self-initiated research, while for only 46% was it for commissioned research. These proportions are the reverse of what many people would expect. Out of our total number of respondents, then, 58% had received funding for self-initiated research and 29% for commissioned work; and these proportions were the same for both common and civil law groups.

The most popular sources of funding were the faculties of law themselves, from which 51% of the eligible cases had received research funds. They are followed by the universities which provided 40% of eligible cases with their funds. Such high proportions of respondents indicating that they are dependent upon research funds from within the faculty or university is related to the small amounts of money that the law professors require for their research. To obtain larger sums one must usually apply outside. And clearly there are many sources available outside the university for legal research funds.

We listed eight sources of funding beyond the university and the law faculty, and all but one had been a source of funds for at least 15% of law professors (the exception being the Law Reform Commission of Canada, which had supported 11% of our respondents). The leading external source of funds was the SSHRC (or Canada Council prior to 1978) which had supported slightly over 30% of the eligible cases, or 20% of the total respondents. This support, of course, was given for self-initiated research. Running a close second were federal government departments, mainly supporting commissioned research, to the extent also of about 30% of eligible cases. Provincial government departments and law reform commissions are also significant sponsors of legal research, the former having provided a quarter of eligible cases with funds, and the latter about a fifth.

We were somewhat surprised to find that the law foundations were cited by 37 respondents (17.8% of eligible cases) as sources of funds for their self-initiated research; and, also, that 27 respondents or 13% of the eligible cases, had received funds for self-initiated research from private foundations. (The common law professors showed a very definite advantage in these two instances). The fact of these and other sources of support for self-initiated work, combine to modify another popular conception. It is often said that law professors are surrounded by a plethora of funding sources wanting to commission their research, while, aside from the SSHRC, they look in vain for sponsors prepared to finance projects of their own choosing and design. That there is some basis in fact for this view appears if we look in Table Q-26 at the responses regarding federal and provincial government departments, law reform commissions, and special interest groups, wherein we find a preference for commissioned research. (Out of a total of 215 instances of research supported by these organizations, 150 or 70% were for commissioned research). Nonetheless, free research is at least equally well served. Even these organizations do support some self-initiated research, while law foundations and private foundations devote their funds mainly to free research. The net result, even setting aside the SSHRC, the law faculties and the

universities, is that our respondents reported 138 instances of support for their self-initiated research from other sources alone. This compares quite favourably with the 178 instances of support for commissioned research from all sources combined.

The sources of research funds are compared between civil law and common law respondents in Table Q26-A, which gives the percentage of eligible cases in each group having received funds from the various sources. Civil law respondents showed a heavier reliance on their universities - 47% versus 40%, on the SSHRC - 40% versus 31%, and on their provincial government - 40% versus 22%. Common law respondents rely more than those in civil law on federal government departments - 34% versus 19%, on provincial law reform commissions - 24% versus 6%, and on "law" and "other" foundations - 40% versus 19%. For both groups, however the law faculty is the major source of funds, and had supported the same proportion of respondents - 53%.

The response to Question 29, concerning the law professors' estimate of the adequacy of funding opportunities for legal research, poses a puzzling question. In Table Q-29 we can see that a significant percentage of respondents had no opinion on this matter, particularly concerning commissioned research. Among those who did express an opinion, however, there was a surprising expression of dissatisfaction with funding opportunities. Only about 30% considered funding opportunities for both categories of research as either good or excellent; while about 45 to 50% considered funding fair or poor. There was very little difference on this score between funding for the two kinds of research, and little difference between the common and civil law groups, though the latter were somewhat more unhappy with the funding situation. Considering that there were relatively minor indications of discouraging factors regarding research funding, and that most law professors require few if any funds for their research, this low estimation of the adequacy of research funding is something of a conundrum. More so, in fact, considering the variety of funding sources apparently available for legal research. Perhaps it is due to the very fact that their funding requirements are so

limited that law professors are impatient with the lack of decentralized and easily obtained grants, as opposed to centralized and formal granting systems.

In several ways our questionnaire was designed with a view to obtaining some indication of how law professors defined themselves as teachers and scholars. We asked our respondents to indicate the audience to which their research and writing was oriented in order to see how, in their capacity as scholars, law professors were effectively defining their role.

The results, presented in Table Q-72, demonstrate a combination of objectives which Thomas Bergin calls, "the intellectual schizophrenia the modern law teacher has been suffering for the past twenty-five years, a schizophrenia which has him devoutly believing that he can be, at one and the same time, an authentic academic and a trainer of Hessians."⁸ (Bergin, p. 638) We see that 56% of the law professors we surveyed conduct their research and writing "frequently" for legal scholars, and another 25% "sometimes", for a total of 81%. At the same time 45% write "frequently" for practitioners and judges, and 33% "sometimes", for a total of 78%, while no less than 48% write "frequently" for students and 31% "sometimes" for a total of 79%. And, very close to these three in frequency, we see that 73% of law professors write for law reform or public policy formation (35% frequently, 38% sometimes). Civil law respondents were more involved than common law professors with preparing materials for students and for scholars in other disciplines, but less inclined to orient their work towards law reform and public policy or to the general public. Again, this seems to reflect a more academic pattern.

With such wide audiences, one wonders to what extent legal scholars can achieve depth. Indeed, even beyond the four major audiences which we have mentioned, we find that 39% of respondents orient their work frequently or sometimes towards the general

⁸ T. Bergin, "Law Teacher: A Man Divided Against Himself", Virginia Law Review, 1968; vol. 54:637.

public, and 38% towards scholars in other disciplines. If we conclude that the same research and writing is considered by the professor to have a number of orientations at once, then again we are led back to the question of depth.

We asked respondents to indicate whether, since beginning their scholarly career, they had changed the audience orientation of their research. Only a third replied that they had, and the direction of this change is indicated in Table Q-24. This table is rather difficult to interpret, for twice as many respondents answered that they were orienting their research "more" towards one or other areas as replied that they were orienting "less" of their work towards any of these areas. The areas of relatively significant change (but numbers are all quite small) would appear to be "law reform/public policy formation", "scholars in other disciplines", and "the general public". With regard to these three audiences there were a total of 118 responses in the "more" column and only 27 responses in the "less" column, which seems to indicate a net shift in their direction. Other audiences may actually be losing ground. Though 23 respondents indicated orienting their research and writing "more" towards students, 19 indicated doing so "less". In absolute numbers this shows a very slight shift towards more student-oriented work. But from another perspective we may gather the opposite impression: of the total number of respondents who answered the column "more", (102), only 22.5% indicated "students", while of the total number of respondents who answered "less", (54), 35.2% indicated students. The same pattern applies to "practitioners and judges", where the percentages are: "more" - 33.3, "less" - 42.6; and to "legal scholars": "more" - 33.3, "less" - 38.9. In other words, where there is an indication of movement away from certain audiences, these are the main areas professors are leaving behind: students, practitioners and judges, and legal scholars.

The overall conclusion from Table 24, tentative as it must be, is that what shifting there is in terms of audience orientation of research and writing, seems to be towards audiences beyond the range of lawyers, judges, law professors and students: policy makers, scholars in other fields, and the general public.

Table Q-30 gives the results of a question we asked concerning whether law professors perceived a legislative/judicial approach emerging in their research fields which could be called distinctively Canadian or provincial. Not surprisingly, civil lawyers were far more inclined to report a provincial approach emerging (60% as opposed to 28% of common lawyers), while common lawyers tended more to identify an emergent Canadian legal tradition (53% as opposed to 38%).

D. Allocation Of Working Time

A brief but telling section of our questionnaire to law professors concerned the allocation of their working time, in which we asked for an estimate by percentages of time devoted to a series of activities. In creating Table Q-31 we have grouped the responses into six percentage ranges and indicated the percentage of respondents in each range for each activity.

The clearly predominant activity of law professors is, as would be expected, undergraduate teaching and course preparation. A full 86% of professors spend over 25% of their time thus, and, in fact, 72% spend 40% or more of their time in teaching and preparing undergraduate courses. Given the very few graduate students in law, it is not surprising that time devoted to graduate teaching is minimal. Educational work outside the law faculties is also a very small part of the time invested by almost all law teachers, whether that be teaching in other university faculties, or engaging in law for laymen activities or in bar admission work.

Next in significance to undergraduate teaching in terms of time allocated is self-initiated research. Some 61% of law professors reported spending over 10% of their working time in self-initiated research. Interestingly, only 14% devoted over 10% of their time to commissioned research. Common law professors indicate somewhat more commissioned research and less self-initiated research than civil law professors. In general the figures on time devoted to research as between commissioned and self-initiated must come as a surprise to many, for a reverse pattern is popularly held to be

the case. The way law professors spend their time, in fact, seems generally to reveal a more pronounced academic orientation than is commonly assumed. If we consider commissioned research, bar admission, continuing legal research, law for laymen and "other paid professional work" as "externally oriented" as opposed to "purely academic" activities, then we find a rather unexpected pattern. In terms of significant blocks of time the figures for this "externally oriented" work are small in comparison to those for "purely academic" work. Counterbalancing this observation however, is the fact that the responses to both this question on time allocation and to Question 13 on part-time work (see Table Q-13) reveal that law professors, as a group, are spreading their time thinly over a wide variety of activities. A second look at the figures on time allocated for self-initiated research, for example, reveals that only 21% (common law and civil equally) are spending over 25% of their time in this way, while nearly 40% (only 31% for civil law) spend 10% or less of their time on self-initiated research. Free research, therefore, appears as a relatively high concentration only because it is situated within the overall context of a broadly diffused allocation of time. The net result seems to be, that beyond undergraduate teaching, law professors collectively spread their time rather evenly over a wide range of other activities, and only about one fifth concentrate substantially (over 25% of their time) on self-initiated research.

E. Teaching

In keeping with the mandate of the Consultative Group and the interpretation given to it by the Advisory Panel, the section on "teaching" in our questionnaire was designed primarily to gather information on the way in which law teaching and research were interrelated. Our first question simply asked respondents to estimate the degree to which their teaching was related to their research. The results were most interesting, for the relationship is surprisingly close. Teaching was related to research to a degree from 75-100% for 37.5% of the respondents, and another 32.5% indicated 50-74%, giving a total of 70% of law professors claiming that at least 50% of their teaching was related to their research (Table Q-32).

There was a substantial difference here, however, between the common law and civil law respondents. Among civil law professors only 46% reported that their teaching and research were related to an extent greater or equal to 50%, while for common law the same group were 78% of the total. We return to this point later. We tested the responses to question 32 on the relationship between teaching and research against the responses to question 19 on research methodologies. The results were remarkably close to the norm for each of the 4 categories of question 32, giving no evidence of a major relationship between research methodology and the relationship of research to teaching.

In addition to subject matter we were interested in the methodological approaches to the study of law to which law professors referred in the context of their teaching. As Table Q-33 shows, in terms of approaches frequently used in teaching, the doctrinal approach is by far most common, cited by 85%. In itself this is only to be expected. What is more notable is the low frequency of use of the other methodological perspectives. Legal theory or jurisprudence is used frequently by 42% of respondents, and an historical approach by only 27%. The other approaches are used frequently by even smaller proportions. These responses may come as a surprise to those who feel law schools are teaching too much theory, or too much social science and not enough legal doctrine. Clearly the emphasis is still on teaching legal doctrine. In terms of the common/civil comparison, the results reflect the familiar pattern of noticeably less emphasis by the civil law respondents on theoretical and historical methods, slightly less interest in interdisciplinary work, and more attention to common/civil comparison.

The extent of interdisciplinary influence in teaching is indicated in Table Q-33 and in the combined Table Q-34, Q-38. An interdisciplinary empirical approach was used "frequently" or "sometimes" by 21.6% of respondents, while interdisciplinary non-empirical studies were used by 34.9%. We asked respondents to indicate one or two disciplines which they had made use of in their teaching, and 163, or 50% did so, providing us with 285 instances of disciplines other than law which had been used in law

teaching. The distribution of these disciplines is given in Table Q-34. Here we see that almost one quarter of the cases involve economics, about 18% political science, and 13% sociology. No other discipline accounts for more than 6% of the total. It seemed rather surprising that among civil law respondents none made use of psychology and only one of criminology in their teaching. Our coded list of disciplines did not include the physical and medical sciences, and we should note that 19% of cases cited in this question referred to disciplines other than those in our list.

While sizeable numbers of law professors are importing the perspectives of other disciplines into their courses, it is not surprising that much smaller numbers are actually collaborating with colleagues in other disciplines in their teaching. As we see in Table Q-38, there were only 79 cases of such collaboration reported by 66 respondents, or 20% of all respondents. There is some shifting in the pattern of use at the stage of collaboration. Though economics is still the largest field, involving about 18% of cases, and political science the next largest, involving 11%, the overall distribution among all disciplines is more even; and philosophy has replaced sociology as third in frequency of use. Again we should note the "other" disciplines moved, ie. outside the social sciences and humanities, which in collaborative interdisciplinary teaching comprised 38% of the cases.

It is one thing to know what is being taught, and another to know what students are interested in themselves. We therefore asked what methodological approaches were used with what frequency in the student research which law professors were supervising. Many did not answer this question, often, no doubt because they were not supervising student research at all. Among those who did answer, a similar pattern to that of teaching emerged, with very small numbers of students taking non-traditional approaches. While 68.5% of our respondents reported supervising research either "frequently" or "sometimes" involving a doctrinal approach, only 15.1% were frequently supervising students doing empirical research. Even the theoretical and historical approaches were not

often reported as frequently used by students, particularly of civil law faculties, as is apparent in Table Q-35. Similarly to teaching, we asked respondents to indicate one or two disciplines in which they had supervised student research. We present the results in Table Q-36 alongside the responses of Table Q-39 which refer to the disciplines cited in professors' own collaborative interdisciplinary research. There were 116 respondents (36%) for the question on student research who indicated at least one discipline; and there were a total of 195 cases of interdisciplinary student research reported by these respondents. Among these, again, economics, political science and sociology are the leading disciplines, comprising respectively 19%, 13% and 12% of the total. As for collaboration in research, 24% of respondents indicated collaboration involving at least one discipline. The pattern in research collaboration by discipline mirrors closely that of student research, except that psychology is more prevalent in the case of the professors' collaborative research. Again psychology and criminology are noticeably absent from civil law responses to both questions.

Perhaps it is worthwhile to reflect on the actual numbers in these statistics rather than only the percentages, for numbers are remarkably low. Over the past 5 years, out of 324 respondents, there were 14 cases of collaborative teaching with colleagues in economics, 8 in philosophy and 9 in political science. These were the three leading disciplines. There were, to continue, only 2 instances of collaboration with historians reported, and 5 with sociologists (Table Q-39A). Cases of interdisciplinary collaboration in research were somewhat more frequent, but far from common. There were 23 reports of collaboration in research involving economics, and 12 involving psychology. But again, as Table Q-39B shows, these were the most frequent combinations. Such likely areas for collaboration as criminology or history are rare, with only 6 and 3 cases respectively.

In most disciplines, teaching and research combine best at the graduate level, where students and professors often work on related aspects of central issues. Not so in law. Normally the

opportunity is simply not there, especially in the common law faculties. In 1980-81 over 65% of all respondents were not supervising any graduate students. The figure in common law was 72%. In Table Q-42 we see that over the past five years 42% of all respondents had not supervised any graduate students, while another 38% had supervised no more than five. The civil law faculties show considerably more graduate teaching. Among civil law respondents only 27% had supervised no students over five years, while 40% more had supervised under five. Overall, only 11% of our respondents said they had supervised more than five students over five years. Unsurprisingly, then, we find that 89% of the total reported that the work of their graduate students was not an important part of their own research.

In addition to the above issues which involve a close relationship between teaching and research, we sought answers as well to certain questions on teaching methods themselves. We were interested in the teaching styles which were predominant in law faculties, and whether or not new approaches had made substantial inroads (Table Q-40). The method most popularly associated with law teaching is surely the Socratic method, the classroom discussion actively led by the professor, expecting as much as offering substantive knowledge, presupposing that students are studying the cases and materials on their own. It is an approach intended to promote mastery of analytical skills while simultaneously immersing the student in a defined body of knowledge. This approach was the most frequently used among our respondents (Table Q-40): 53% said they used it "frequently," and 28% "sometimes."

Running very close in popularity to the Socratic/discussion approach was the use of the traditional lecture. The lecture permits the professor to organize his subject matter to a far greater degree, permitting him to make explicit for his students concepts and information which are implicit in the materials of study, or found beyond the boundaries of such materials. It purports to encourage systematic knowledge of a

body of doctrine and offers at least the possibility of a more critical, less purely analytical approach to the subject matter. This approach was cited as "frequently" used by 45% of respondents, and "sometimes" used by 38%.

The "problem" method was cited by about a third of professors as frequently used, and by about 40% as used "sometimes", and we might consider it together with two other approaches which are used much less often: simulations and clinical teaching (used frequently by only about 8% of respondents). In all three approaches a situation, whether real or hypothetical, is used as the organizing principle for instruction rather than a legal concept. The students are put in the position of having to solve problems which requires sensitivity to facts, and to reflect on the nature of their tasks in a way that crosses traditional subject or discipline boundaries. Such approaches have a natural motivational factor that leads students not only to secure the required knowledge, but also to question more deeply the legal system, its workings and its values.

The remaining pedagogical approach which we listed in Question 40, the use of seminars or individual discussions, was used frequently by about a third of respondents. This method brings a less structured, more open-ended approach to the subject matter than the lecture or Socratic method, encouraging greater creativity on the part of students, and permitting more individualized attention to the students by the instructor.

In determining their approach and course content law professors are apparently more affected by the bar than by their faculty. Almost 94% said that their law school "frequently" permitted use of their preferred teaching methods; and 94% said the school was "frequently" or "sometimes" positive towards the development of courses in their areas of interest (Tables Q44 -Q45). These responses suggest that the faculties give a great deal of independence to their professors. On the other hand, over one half (52%) of respondents felt that their teaching methods or course content were influenced by the requirements for admission to the bar either "a great deal" (18%) or "moderately" (34%) (Table Q-47).

An interesting summary to the question of the relationship of legal education and legal scholarship is provided in the responses to Question 46, "Do you believe the curriculum at your faculty stimulates student interest in legal scholarship?" The overall response was this: a great deal - 14%, moderately - 58%, very little - 24%, not at all - 5%. This response, with its massive neutrality, speaks for itself. Perhaps it is somewhat more encouraging to find that 37% of respondents felt their faculty had a distinctive philosophy of education, and 24% would attribute to it a distinctive philosophy of law. Civil law respondents showed even less enthusiasm for their curriculum than those from common law faculties. Nearly half the civil law professors (48%) replied that their curriculum stimulated student interest in legal scholarship and research either very little or not at all. This probably relates to the earlier reported response of civil lawyers indicating less of a relationship between their teaching and their research.

Though law professors view the curriculum in this way, it is clearly not due to restrictions imposed by their faculty administrations. The constraint that was apparently affecting curriculum was the requirements established by the bar. Among common law faculties, 11% said the contents of their courses were affected a great deal by the bar requirements, and 34% found course contents moderately affected. Among civil lawyers, however, a full 39% found course contents affected a great deal by bar requirements, and 33% said their courses were moderately affected. It is at least possible that this fact correlates with the lower estimation of the scholarship and research side of their curriculum by the civil law professors, and with the fact they see less of a relationship between their research and teaching.

F. Publication

In considering the publishing histories of law professors we segregated publications related to research from other forms of

publishing, such as teaching materials, law for laymen materials or continuing legal education materials. With reference to the first category concerning publications over the past 10 years we obtained the information presented in Table Q-49.

It seems that many law professors are not prolific authors; for 56.4% have not published a book in ten years, and exactly the same proportion have published no more than five articles in the same period of time. Indeed, by most measures in absolute terms law professors have not been particularly productive. Over a third have not written any more than two articles; only 6% have written more than two books; less than 10% have edited more than two books; and only 17% have contributed more than two chapters to books.

Civil law respondents had published more often than their colleagues in common law. The difference is most striking concerning books published, as 71% of common law professors reported not having published a book, in contrast with only 38% of civil law professors. As for articles, again we find a similar pattern: 15% of common lawyers had not published an article versus 5% of civil lawyers; and 61% of common lawyers had published under six articles versus 43% of civil lawyers. This may, in part, be due to the fact that common lawyers as a group are slightly younger and have fewer years of teaching experience. Perhaps it also relates to the fact that common law respondents were more likely to have published reports or studies than those in the civil law schools.

It is interesting, indeed, to note that the commonest type of publication other than the scholarly article is the report or study. Over half the respondents (56%) had published a study or report (44% in civil law) and a quarter had published more than two. It is probably fair to assume that this type of publication is related to commissioned research and likely to tend more towards the "applied" and less towards the "fundamental" within the research spectrum.

Publication shows some relationship to age though not, perhaps, to the extent one might expect (Table Q-49A). We examined the publication of "books", "reports and studies", and "articles" as a function of the age groupings: under 35, 36 to 45, over 45. The most significant differences in each case exist between the youngest group and those over 35, the former having, naturally enough, fewer publications over the past 10 years to their credit. The middle and older groups show rather marginal differences in most measures, usually towards slightly more publications for the older age group. Nevertheless, it is notable that 53% of the over 45 group have not published a book over the past 10 years, 40% have not published a report or study and 18% have not published any articles. Similarly, it is interesting that in the group from 36 to 45 years of age, 57% have not published a book, 41% no report or study and 28% less than 3 articles. Thus we remarked that the relationship of publication to age is not as significant as might be anticipated. Indeed, it seems that the performance of the youngest professors may indeed show greater productivity in terms of academic publications considering the number of years of opportunity: for 24% have published at least one book, 46% at least one report or study, and 60% three or more articles.

Apart from these research-related publications, the majority of law professors (84% in fact) publish other types of materials (Table Q-51). Here the pattern between civil and common law was most similar. Predominant among these other publications are teaching materials, published by 78% of our respondents. In the large majority of cases (89%) these were published by the professor's own faculty, though 14% of respondents had published teaching materials with a commercial press, and an equal proportion with a university press. Rarely (10%) had the professors received any extra remuneration for this work, and then mainly in the form of royalties. It was common, however, for financial support to be provided for costs related to preparing teaching materials (47%), and, again the funds came mainly from the law faculty (95% of the respondents who received such funding had received some or all of it from their faculty) or occasionally from the university (10%).

About one quarter of respondents had published continuing legal education materials (only 18% for civil law), using mainly the continuing legal education society or the law faculty as publisher. It was far more frequent for authors to receive additional payment for this work (48%) than for the preparation of teaching materials; payment came normally from a community or professional organization. Just under half of those who had published CLE materials had received financial support for the costs involved in preparing them, with the source generally either the law faculty or a community or professional organization.

Law for laymen materials had been published by a similar proportion of respondents, 24%. A variety of publishers were used: commercial presses fairly frequently (36%), as well as the law faculties (26%), but also the university presses (19%). Extra remuneration was provided to a third of those who had published law for laymen materials, usually from a community or professional organization or from royalties. A small number reported receiving financial support for costs related to preparing these materials.

Within this information the most interesting point, perhaps, is the fact that over 4 out of 5 law professors have published teaching materials. At such a rate this is virtually a standard practice. Most of these materials are not intended for general use apparently, since nearly 75% are published by the professor's own faculty, probably for use in his own courses. An explanation of this pattern has already been given to us in briefs and in our regional consultations. Law professors feel it incumbent upon them to present courses that are substantively current, based on collections of recent cases. This demands a great deal of preparation, and tends to render teaching materials quickly obsolete. The Faculty of Law at the University of Windsor wrote: "While the extent of individual effort in production of case collections has perhaps been reduced in recent years as the number of commercially published casebooks in Canada has increased, there seems little doubt that preparation of case collections has impinged heavily on time. This resource might have been better used on more reflective research."⁹

⁹ Briefs. Vol. II:226

Certainly, law professors are not producing teaching materials for financial gain. Extra remuneration was obtained by only 34, or 13% of those who had published teaching materials, and almost always in the form of royalties. Indeed, there does not seem to be much support for the claim that law professors abandon academic writing for more commercial writing. The number of professors being paid bonuses for publishing continuing legal education materials or law for laymen materials is very small relative to the total. Only 11% of our respondents had received extra remuneration for publishing continuing legal education materials, and only 7% for law for the layman materials.

G. Career Factors

It is frequently asserted that law professors are not as academically oriented as their colleagues in non-professional disciplines, and that their career aspirations and patterns tend to act against their development as scholars. We attempted, therefore, to obtain information that would relate to this hypothesis.

First, we asked why law professors had entered the teaching profession (Table Q-72). The primary motive was an interest in teaching, followed closely by a desire for the independence of academic life and an interest in research. All three reasons were cited by about 80% or more of respondents as being either of major importance or moderate importance in their decision to become law teachers. A little over a third said the academic life-style was of major importance to them, and about a quarter cited an interest in law reform as something of major importance. There did not appear to be any substantial variation between common law and civil law respondents in their replies to this question.

We asked next what law professors liked most about their careers (Table Q-73). Here again a certain cluster of reasons was cited by a vast majority (close to 90%) as something they liked either a great deal or moderately about teaching law. These reasons were,

in descending order: contact with students, academic freedom, opportunity for research, opportunity to focus effort/attention and contact with colleagues. All of these factors, as with the leading responses in the above question, are indicative of a definite academic orientation. Non-academic aspects of the teaching career were clearly not as universally valued. The least appreciated factor was salary. Only 2% liked their salary level "a great deal", and only 29% even moderately. On the other hand working conditions and sabbatical leave were both positively appreciated by the majority of law professors. A significant proportion liked the opportunity for consulting (a great deal - 10.5%, moderately - 38.0%) and the possibility of career change (a great deal - 11.7%, moderately - 31.8%), which seems to indicate that despite their academic interests far from all law professors are dedicated to a lifetime of pure scholarship. Indeed, only 60% were able to answer that they were likely to remain career scholars; 32% were unsure, and 8% said they would not remain law teachers. The 40% who were unsure or definitely planning on leaving law teaching indicated that they would prefer to be involved predominantly in private practice or government (Table Q-17). What strikes one in Table Q-73 concerning the comparison of the civil law and common law responses as to aspects most liked in law teaching is not the presence of a number of small variations but the general uniformity of the two groups. But this is not true of Table Q-75, wherein we find a noticeably higher proportion of civil law respondents (18% vs 5%) who have decided on leaving law teaching. On the other hand, more civil law respondents were definite about remaining law professors - 70% vs 55%. Unfortunately, we did not ask respondents for their reason for leaving their academic career.

Law professors in great numbers are definitely under the impression, rightly or wrongly, that they could be getting better pay elsewhere (Table Q-77). Over 90% felt that they would earn between 25% and 100% more if they were in practice. If they entered government service, 78% felt they would earn at least 25%

more money, though their expected earnings were not as high as for private practice. And if they were to enter politics, 49% felt that they would be at least 25% better off. These figures confirm the fact apparent in Table Q-73, that law professors are not happy with their salary levels despite the fact that they enjoy a remarkably rapid advancement through the academic ranks. This attitude towards salary levels is probably a major motivation for many law professors to engage in a variety of other lucrative activities: part-time work, writing continuing legal education or law for laymen materials, or performing commissioned research. It is bound to cause many potential scholars to leave the faculty for the private firm or the government department.

Our final area of inquiry relating to law professors' attitudes towards their careers was to ask what objectives they felt were primarily served by their teaching. This would, we thought, give a good idea of their self-image as educators.

Standing out clearly above all other options for both civil and common law respondents was the objective to "help students to be more reflective, critical, analytical." This was cited as an objective served "a great deal" by their teaching by 72% of the professors who answered; and it was given as "moderately" served by their teaching by another 24%. Next in importance for common law professors was the objective to "help students to understand the intellectual/philosophic significance of law" which 52% said was something served "a great deal" by their teaching. This, however, was not matched by civil lawyers, only 27% of whom ranked it the same way. The objectives "to produce competent legal practitioners" and "to raise issues of public policy" were highly rated by both groups. But the objective: "to provide students with knowledge of substantive rules of law" was rated "a great deal" by only 33% of common law professors in contrast with 62% of civil law respondents. Here again we find evidence that our civil law respondents find their curriculum more strongly oriented towards professional training. Table Q-74 shows the full range of responses to the question "which of the following objectives do you consider are served by your teaching?"

It is worthwhile to reflect on the variety of objectives that law professors are trying to achieve in their classroom at one and the same time. For nine of the ten objectives listed, almost 70% or more of our respondents indicated that their teaching provided for these objectives either moderately or a great deal. And this was true despite significant differences between these objectives. For instance, 85% of law professors feel they are helping students to understand the impact of law on society, while 90% feel they are producing competent legal practitioners. Similarly, 87% say they are raising issues of public policy, while 84% are providing students with knowledge of the substantive rules of law. This is not to say that these claims are contradictory, but they obviously indicate that law teachers do not perceive themselves primarily as teachers of a technical art and a confined subject matter which would rule out broader issues. Indeed 27% answered that providing students with practical, legal skills was an objective served very little or not at all by their teaching. The fact that only 41% indicated that their teaching was oriented "a great deal" to providing students with knowledge of the substantive rules of law, indicates that the majority of teachers do not see this as their primary purpose. Though there is a great deal of similarity in their responses, nonetheless a difference between civil law respondents and those in common law faculties is apparent, as we have already noted. Generally, the civil law group show a higher concentration on the objectives related to transmitting legal knowledge and less of a focus on objectives relating to the wider context of law. It seems to be a focus on legal knowledge rather than professional skills that generally characterizes the civil law responses. Regarding the objective: "providing students with practical, legal skills", 35% of common law respondents felt their teaching was related very little or not at all, in contrast with only 24% of civil lawyers.

In order to examine further the overlapping of objectives in law teaching we segregated the respondents who had answered "a great deal" to the first objective: "producing competent legal practitioners", in order to see how this group (45% of the total)

had viewed the other objectives (Table Q-74A). The first observation is that this group, even more than the total population, saw an overlap of objectives. Clearly this group does not see the objective of producing competent legal practitioners as excluding any of the other objectives. But they do include certain other objectives more often: first, helping students to be more sensitive to issues of professional ethics and responsibilities; second, providing students with practical legal skills; and third, providing students with knowledge of substantive rules of law. Although our segregated group was above the norm regarding these professionally oriented objectives, the fact remains that the group of professors concerned "a great deal" with producing competent practitioners actually gave their highest rating to the objective: "to help students to be more reflective, critical, analytical" (cited by 80% as "a great deal"). Their second highest rating was "to provide students with substantive legal knowledge" (60% - "a great deal"); and third, "to help students understand the intellectual, philosophical significance of law" (47% - "a great deal"). It is interesting that 45% of this group gave top rating for the objective, "to help students understand the impact of law on society" while a virtually equal proportion gave the same rating to "providing students with practical legal skills".

On the whole, reading the results of Tables Q-72, 73 and 74, it appears that Canadian law professors claim to be committed to approaching law within the critical, socially conscious intellectual context that is identified with university education in the humanities and social sciences. They have entered teaching careers with strong interests in research and teaching and a desire for the intellectual independence provided by academic freedom. On the other hand, their determination to remain law teachers is affected by the belief, rightly or wrongly that other legal careers could provide substantially more income, and many are interested in the opportunity for remunerative consulting and potential career movement that law teaching provides.

H. Contact With Other Legal System

The final section of our questionnaire sought information on the means and extent of the contact of common law professors with the civil law system and vice versa. We have already noted several times the lack of teaching and research by professors in common law faculties concerning the Canadian civil law system, and the fact that this pattern of neglect is not repeated among professors in the civil law faculties, who show substantial interest in common law. A host of sociological hypotheses spring to mind to explain this difference but our questionnaire was not designed to test them. It would certainly appear from Table Q-11 that the problem is not exclusively or even primarily linguistic. Tables Q-79 through Q-83 do show, however, further detail concerning the nature and extent of the different patterns in legal academia across the lines of the two legal systems.

The first, and possibly most striking point is the fact that civil lawyers are oiseaux rares in common law faculties: only 6, or 2%, of our respondents from common law faculties defined themselves as civil lawyers, and another 7, or 3%, defined themselves as equally civil and common lawyers. Within the civil law faculties, however, 10 respondents, or 13%, defined themselves as common lawyers and 13 more, or 17%, as both; 5 in each of these categories were in the McGill University Faculty of Law. Thus, 95% of common law faculty respondents were strictly common law lawyers, whereas only 66% of civil law faculty respondents were strictly civil lawyers; excluding McGill, this figure would be 79%. It would seem that civil law faculties have a substantially better representation of personnel trained in the other legal system than common law schools, and it is particularly apparent that civil law professors are almost totally absent in common law faculties.

In every one of the opportunities for educational contact with the other legal system which we listed in Question 79, the common law respondents showed substantially lower levels of participation (Table Q-79). Over all, only 41% of common law respondents had experienced any of these means of contact with the civil law system, a great difference from the 71% of civil law respondents who had had at least one such form of contact. Some of the results are low for both groups. For example, over 60% of civil law professors had not taken any undergraduate course dealing with aspects of the other legal system, and the same was true for over 75% of common law professors.

The lack of inter-system contact at the research level is borne out clearly in Table Q-80. Only 10% of common law respondents said they "frequently" read cases, articles etc. from the other system in their research, while less than 1% frequently collaborated in their research with colleagues from the other system. Though much larger percentages reported inter-system research at least "sometimes", nonetheless 45% of common law professors reported "hardly ever" or "never" to reading in the other system, 56% "hardly ever" or "never" to research with materials from the other system, and 83% in the same negative terms to collaboration with colleagues from the other system in research. On the other hand, half of the civil law respondents frequently read or conduct research involving materials in the other system, and under 15% replied "hardly ever" or "never" to these questions. Even inter-system collaboration was reported as relatively frequent among civil lawyers - 9% frequently collaborated with common lawyers in research, 30% sometimes, and only 51% "hardly ever" or "never".

Over 70% of respondents from both legal systems indicated a desire for greater familiarity with the other system, but 66% of common lawyers said they felt handicapped by the language barrier, a problem cited by only 14% of civil lawyers.

CANADIAN LAW PROFESSORS - SURVEY 1981
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SURVEY OF LAW PROFESSORS - 1981

RESPONDING UNIVERSITY

| University | Code | Absolute Freq. | Relative Freq. (%) |
|-----------------|------|----------------|--------------------|
| Alberta | 0 | 13 | 4.0 |
| U.B.C. | 1 | 27 | 8.3 |
| Calgary | 2 | 10 | 3.1 |
| Carleton | 3 | 5 | 1.5 |
| Dalhousie | 4 | 17 | 5.2 |
| Manitoba | 5 | 16 | 4.9 |
| McGill | 6 | 15 | 4.6 |
| U.N.B. | 7 | 14 | 4.3 |
| Osgoode | 8 | 26 | 8.0 |
| Ottawa (Common) | 9 | 9 | 2.8 |
| Queen's | 10 | 19 | 5.9 |
| Saskatchewan | 11 | 10 | 3.1 |
| Toronto | 12 | 12 | 3.7 |
| Victoria | 13 | 17 | 5.2 |
| U.W.O. | 14 | 27 | 8.3 |
| Windsor | 15 | 18 | 5.6 |
| Laval | 16 | 21 | 6.5 |
| Moncton | 17 | 7 | 2.2 |
| Montreal | 18 | 12 | 3.7 |
| Ottawa (Civil) | 19 | 11 | 3.4 |
| UQAM | 20 | 3 | .9 |
| Sherbrooke | 21 | 15 | 4.6 |

SURVEY OF LAW PROFESSORS - 1981

Q1 AGE DISTRIBUTION

| Year of Birth | Age | Absolute Freq. | Relative Freq. (%) | Cumulative Freq. (%) |
|---------------|-------|----------------|--------------------|----------------------|
| 1956+ | 0-25 | 3 | 0.9 | .9 |
| 1955-1951 | 26-30 | 28 | 8.7 | 9.6 |
| 1950-1946 | 31-35 | 92 | 28.6 | 38.2 |
| 1945-1941 | 36-40 | 77 | 23.9 | 62.1 |
| 1940-1936 | 41-45 | 54 | 16.8 | 78.9 |
| 1935-1931 | 46-50 | 33 | 10.2 | 89.1 |
| 1930-1926 | 51-55 | 21 | 6.5 | 95.6 |
| 1925-1921 | 56-60 | 8 | 2.5 | 98.1 |
| 1920- | 61+ | 6 | 1.9 | 100.0 |
| Total | | 322 | | |
| Median age - | | 38 | | |

SURVEY OF LAW PROFESSORS - 1981

Q1A Age Distribution: Common/Civil

| Year of Birth | Age | Absolute Freq. | | | Relative Freq. (%) | | |
|---------------|--------|----------------|-----------|-----------|--------------------|-------------|-------------|
| | | Common | Civil | Total | Common | Civil | Total |
| 1946+ | 0-35 | 96 | 29 | 125 | 38.9 | 37.7 | 38.3 |
| 1936-1945 | 36-45 | 97 | 34 | 131 | 39.3 | 44.2 | 40.4 |
| 1920-1935 | 46-61+ | <u>54</u> | <u>14</u> | <u>68</u> | <u>21.3</u> | <u>15.2</u> | <u>21.7</u> |
| | | 247 | 77 | 324 | | | |

SURVEY OF LAW PROFESSORS - 1981

Q-2 SEX OF RESPONDENT

| | Absolute Freq. | Adjusted Freq.(%) |
|--------|----------------|-------------------|
| male | 286 | 89.4 |
| female | <u>34</u> | 10.6 |
| Total | 320 | |

| | Common | Civil | Common | Civil |
|-----------|-----------|-----------|--------|-------|
| male | 223 | 63 | 91.4 | 82.9 |
| female | <u>21</u> | <u>13</u> | 8.6 | 17.1 |
| total (n) | 244 | 76 | | |

SURVEY OF LAW PROFESSORS - 1981

Q-3 CITIZENSHIP

| | Absolute Freq. | Adjusted Freq.(%) |
|------------------|----------------|-------------------|
| Canadian | 285 | 88.8 |
| landed immigrant | 33 | 10.3 |
| other | <u>3</u> | .9 |
| total (n) | 321 | |

| | Common | Civil | Common | Civil |
|------------------|----------|------------|--------|------------|
| Canadian | 213 | 79 | 86.9 | 94.7 |
| landed immigrant | 29 | 4 | 11.8 | 5.3 |
| other | <u>3</u> | <u>---</u> | 1.2 | <u>---</u> |
| total (n) | 245 | 76 | | |

SURVEY OF LAW PROFESSORS - 1981

Q-4 ACADEMIC RANK

| | Law* | All fields** | Social sciences** | Humanities** |
|---------------------|------|--------------|-------------------|--------------|
| full professor | 47.5 | 28.3 | 25.2 | 15.1 |
| associate professor | 28.7 | 37.5 | 37.7 | 43.7 |
| assistant professor | 17.9 | 23.3 | 26.2 | 22.3 |
| other | 4.3 | 10.9 | 10.9 | 8.9 |

n = 319

* Adjusted Frequency

** Statistics Canada, 1979-80, unpublished data

| | Adjusted Freq. (%) | | Absolute Freq. | |
|---------------------|--------------------|-------|----------------|----------|
| | Common | Civil | Common | Civil |
| full professor | 48.8 | 46.8 | 118 | 36 |
| associate professor | 28.9 | 29.9 | 70 | 23 |
| assistant professor | 19.4 | 14.3 | 47 | 11 |
| other | 2.2 | 9.1 | <u>7</u> | <u>7</u> |
| | n = 242 | 77 | 242 | 77 |

SURVEY OF LAW PROFESSORS - 1981

Q-4A NUMBER OF YEARS FULL-TIME LAW TEACHING

| Number of years teaching | Absolute Freq. | | | Adjusted Freq. (%) | | | Cumulative Freq. (%) | | |
|-----------------------------|----------------|----------|-------|--------------------|--------|-------|----------------------|--------|-------|
| | Total | Common | Civil | Total | Common | Civil | Total | Common | Civil |
| 0- 5 | 102 | 80 | 22 | 32.0 | 32.9 | 29.0 | 32.0 | 32.9 | 29.0 |
| 6-10 | 90 | 70 | 20 | 28.2 | 28.8 | 26.3 | 60.2 | 61.7 | 55.3 |
| 11-15 | 78 | 55 | 23 | 24.5 | 22.7 | 30.3 | 84.7 | 84.4 | 85.6 |
| 16-20 | 25 | 19 | 6 | 7.8 | 7.8 | 7.9 | 92.5 | 92.2 | 93.4 |
| 21-25 | 18 | 14 | 4 | 5.6 | 5.8 | 5.3 | 98.1 | 98.0 | 98.7 |
| 26-30 | 5 | 4 | 1 | 1.6 | 1.7 | 1.3 | 99.7 | 99.3 | 100.0 |
| 31+ | <u>1</u> | <u>1</u> | - | 0.3 | .4 | | 100.0 | 100.0 | 100.0 |
| Total (n) | 319 | 243 | 76 | | | | | | |

SURVEY OF LAW PROFESSORS - 1981

Q-5 NON-LAW EDUCATION - BY COUNTRY

Adjusted Freq. (%)

| | Total (n) | Canada % | U.S. % | U.K. % | France % | Australia New Zealand % | Other % |
|-----------------------|-----------|-----------|---------|---------|----------|-------------------------|---------|
| Number reporting B.A. | 191 | 164(85.9) | 17(8.9) | 1(.5) | 4(2.1) | 3(1.6) | 4(2.1) |
| B.Sc. | 23 | 20 | 3 | | | | |
| Other U. Grad. | 40 | 24 | 2 | 1 | 2 | 2 | 5 |
| B.A. | 28 | 15 | 2 | 9 | | | |
| Other Masters | 12 | 4 | 3 | 2 | 2 | | |
| Doctorate | 11 | 3 | 3 | 4 | | | 5 |
| Total | 305 | 230(75.4) | 30(9.8) | 17(5.6) | 8(2.6) | 5(1.6) | 10(3.1) |

| | Common Civil * | Common Civil | Common Civil | Common Civil | Common Civil | Common Civil | Common Civil |
|----------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| B.A. | 144 | 47 | 122 | 42 | 17 | 1 | 4 |
| B.Sc. | 16 | 7 | 13 | 7 | 3 | | |
| Other U. Grad. | 32 | 6 | 20 | 4 | 1 | 1 | 1 |
| B.A. | 24 | 1 | 11 | 4 | 2 | 9 | |
| Other Masters | 6 | 6 | 1 | 1 | 3 | 1 | 1 |
| Doctorate | 10 | 4 | 3 | 1 | 3 | 1 | |
| Total | 226 | 73 | 170(72.3) | 60(22.2) | 60 | 10 | 10 |

* Data (Collegiate) - 6

SURVEY OF LAW PROFESSORS - 1981

Q-5 A DISCIPLINE MAJOR - B.A.

| <u>Discipline</u> | Absolute Freq. | | | Relative Freq. (%) |
|-------------------------|----------------|-------|-------|--------------------|
| | Common | Total | Civil | |
| not answered | 100 | 130 | 30 | 40.1 |
| art | 5 | 32 | 27 | 9.9 |
| business administration | 1 | 1 | | .3 |
| economics | 22 | 24 | 2 | 7.4 |
| education | 1 | 1 | | .3 |
| history | 28 | 21 | 3 | 9.6 |
| english literature | 23 | 23 | | 7.1 |
| french literature | 1 | 2 | 1 | .6 |
| other literature | 1 | 2 | 1 | .6 |
| philosophy | 12 | 18 | 6 | 5.6 |
| political science | 35 | 39 | 4 | 12.0 |
| psychology | 4 | 4 | | 1.2 |
| sociology | 5 | 6 | 1 | 1.9 |
| other | 9 | 11 | 2 | 3.4 |
| Total | 247 | 324 | 77 | 100.0 |

SURVEY OF LAW PROFESSORS - 1981

Q-6 LEGAL EDUCATION - BY COUNTRY

| Relative Freq.(%) | Absolute Freq. | Canada | U.S. | U.K. | France | Australia/ New Zealand | Other |
|-----------------------------|----------------|--------------|-------------|-------------|-------------|---------------------------|------------|
| 96.3% LLB (etc.) % | 312 100% | 235 75.3% | 13 4.2% | 35 11.2% | 4 1.3% | 15 4.8% | 10 3.2% |
| 70.4% LLM (etc.) % | 228 100% | 74 32.5% | 85 37.3% | 52 22.8% | 12 5.3% | 4 1.8% | 1 .4% |
| 20.7% Doctorate (etc.) % | 67 100% | 18 26.9% | 10 14.9% | 21 31.3% | 14 20.9% | 2 3.0% | 2 3.0% |

SURVEY OF LAW PROFESSORS - 1981

Q-6A LEGAL EDUCATION - BY COUNTRY: COMMON/CIVIL

| Adjusted Freq. (%) | | | | | Canada | | U.S. | |
|--------------------|-------|-----------|--------------|-------|--------------|-------|---------------------------|-------|
| % | % | | Total (n) | | | | | |
| Common | Civil | | Common | Civil | Common | Civil | Common | Civil |
| 97.6 | 92.2 | LLB | 241 | 71 | 177 | 58 | 13 | |
| | | % | 100% | 100% | 73.4 | 81.7 | 5.4 | |
| 68.4 | 79.2 | LLM | 169 | 61 | 36 | 38 | 78 | 7 |
| | | % | 100% | 100% | 21.3 | 62.3 | 46.2 | 11.5 |
| 12.6 | 46.8 | Doctorate | 31 | 36 | 4 | 14 | 9 | 1 |
| | | % | 100% | 100% | 12.9 | 38.9 | 29.0 | |
| | | | U.K. | | France | | Australia/ New Zealand | |
| | | | Common Civil | | Common Civil | | Common Civil | |
| LLB | | | 33 | 2 | 4 | 13 | 2 | 5 |
| % | | | 13.7 | | 6.9 | 5.4 | | 2.1 |
| LLM | | | 48 | 4 | 2 | 4 | | 1 |
| % | | | 28.4 | 6.6 | 1.2 | 2.4 | | |
| Doctorate | | | 15 | 6 | 14 | 2 | | 1 |
| % | | | 48.4 | 16.7 | 38.9 | | | |

SURVEY OF LAW PROFESSORS - 1981

Q-6B YEARS SINCE LLB

| Year Degree Awarded | Years since LLB | Relative Freq. (%) | | | Cumulative Freq. (%) | | |
|---------------------|-----------------|--------------------|-------|-------|----------------------|-------|-------|
| | | Common | Total | Civil | Common | Total | Civil |
| 1980-1976 | 0- 5 | 11.7 | 10.2 | 5.2 | 11.7 | 10.2 | 5.2 |
| 1975-1971 | 6-10 | 26.3 | 25.6 | 23.4 | 38.0 | 35.8 | 28.6 |
| 1970-1966 | 11-15 | 26.3 | 25.5 | 27.3 | 64.3 | 61.3 | 55.9 |
| 1965-1961 | 16-20 | 17.3 | 18.2 | 20.8 | 81.6 | 79.5 | 76.7 |
| 1960-1956 | 21-25 | 10.0 | 9.9 | 9.1 | 91.6 | 89.4 | 85.8 |
| 1955-1951 | 26-30 | 2.8 | 4.0 | 7.8 | 94.4 | 93.4 | 93.6 |
| 1950- | 31+ | 3.6 | 3.4 | 2.6 | 98.0 | 96.8 | 96.2 |
| Blank | | 1.6 | 2.2 | 3.9 | 99.6 | 99.0 | 100.1 |

Q-6C YEARS SINCE LLM

| Year Degree Awarded | Years since LLM | Absolute Freq. | | | Adjusted Freq. (%) | | | Cumulative Freq. (%) | | |
|---------------------|-----------------|----------------|----------|----------|--------------------|-------|-------|----------------------|-------|-------|
| | | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| 1980-1976 | 0- 5 | 46 | 56 | 10 | 27.9 | 24.9 | 16.7 | 27.9 | 24.9 | 16.7 |
| 1975-1971 | 6-10 | 43 | 60 | 17 | 26.1 | 26.7 | 28.3 | 54.0 | 51.6 | 45.0 |
| 1970-1966 | 11-15 | 43 | 60 | 17 | 26.1 | 26.7 | 28.3 | 80.1 | 78.3 | 73.3 |
| 1965-1961 | 16-20 | 17 | 25 | 8 | 10.3 | 11.1 | 13.3 | 90.4 | 89.4 | 86.6 |
| 1960-1956 | 21-25 | 12 | 17 | 5 | 7.3 | 7.6 | 8.3 | 97.7 | 97.0 | 94.9 |
| 1955-1951 | 26-30 | 3 | 5 | 2 | 1.8 | 2.2 | 3.3 | 99.5 | 99.2 | 98.2 |
| 1950- | 31+ | <u>1</u> | <u>2</u> | <u>1</u> | 0.6 | 0.9 | 1.7 | 100.0 | 100.0 | 99.9 |
| Total | n - | 165 | 225 | 60 | | | | | | |

Q-6D LEGAL EDUCATION BY AGE GROUPS

Q-6B,C X Q-1

Adjusted Freq. (%)

| | 35 yrs. and less | | | | 36-45 yrs. | | | | 46 yrs. and over | | | |
|------------------------|------------------|--------|--------|--------|------------|--------|--------|--------|------------------|--------|--------|--------|
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| MASTERS | N 76 | % 79.2 | N 24 | % 82.8 | N 59 | % 60.8 | N 24 | % 70.6 | N 34 | % 63.0 | N 11 | % 78.6 |
| DOCTORATE | 7 | 7.3 | 10 | 34.5 | 13 | 13.4 | 19 | 55.9 | 11 | 20.4 | 7 | 50.0 |
| Total in age group (n) | 96 | | 29 | | 97 | | 34 | | 54 | | 14 | |

SURVEY OF LAW PROFESSORS - 1981

Q-8 YEARS SINCE ADMISSION TO BAR - CANADA

| Year of Admission | Years since Admission | Absolute Freq. | | | Adjusted Freq. (%) | | | Cumulative Freq. (%) | | |
|-------------------|-----------------------|--------------------|----|----|--------------------|------|------|----------------------|-------|-------|
| | | Total Common Civil | | | Total Common Civil | | | Total Common Civil | | |
| 1980-1976 | 0- 5 | 64 | 50 | 14 | 24.9 | 25.6 | 22.6 | 24.9 | 25.6 | 22.6 |
| 1975-1971 | 6-10 | 62 | 55 | 7 | 24.1 | 28.2 | 11.3 | 49.0 | 53.8 | 33.9 |
| 1970-1966 | 11-15 | 46 | 33 | 13 | 17.9 | 16.9 | 21.0 | 66.9 | 70.7 | 54.9 |
| 1965-1961 | 16-20 | 42 | 28 | 14 | 16.3 | 14.4 | 22.6 | 83.2 | 85.1 | 77.5 |
| 1960-1956 | 21-25 | 16 | 11 | 5 | 6.2 | 5.6 | 8.1 | 89.4 | 90.7 | 85.6 |
| 1955-1951 | 26-30 | 12 | 8 | 4 | 4.7 | 4.1 | 6.5 | 94.1 | 94.8 | 92.1 |
| 1950- | 31+ | 9 | 6 | 3 | 3.5 | 3.1 | 4.8 | 97.6 | 97.9 | 96.9 |
| Blank | | 6 | 4 | 2 | 3.2 | 2.1 | 3.2 | 99.9 | 100.0 | 100.0 |
| | | n = 257 | | | 195 | | | 62 | | |

Q-8 A1 ADMISSION TO BAR IN CANADA BY PROVINCE

| | Absolute freq. | Adjusted freq.(%) |
|-----------------|----------------|-------------------|
| <u>Province</u> | | |
| B.C. | 23 | 9.3 |
| ALTA | 17 | 6.9 |
| SASK | 12 | 4.8 |
| MAN | 17 | 6.9 |
| ONT | 92 | 37.1 |
| QUE | 57 | 23.1 |
| N.B. | 16 | 6.5 |
| N.S. | 14 | 5.6 |
| out of range | 76 | Missing |
| Total | 324 | 100.0 |

Q-9 BAR ADMISSION - ABROAD

| | Absolute Freq. | | | Relative Freq. (%) | | | Absolute Freq. | | | Relative Freq. (%) | | |
|---------------------|--------------------|-----|----|--------------------|-------|-------|--------------------|-----|----|--------------------|-------|-------|
| | Total Common Civil | | | Total Common Civil | | | Total Common Civil | | | Total Common Civil | | |
| admitted to bar | 251 | 191 | 60 | 77.5 | 77.3 | 77.9 | 45 | 39 | 6 | 13.9 | 15.8 | 7.8 |
| not admitted to bar | 69 | 54 | 15 | 21.3 | 21.9 | 19.5 | 265 | 201 | 64 | 81.8 | 81.4 | 83.1 |
| Blank | 4 | 2 | 2 | 1.2 | 0.8 | 2.6 | 14 | 7 | 7 | 4.3 | 2.8 | 9.1 |
| total | 324 | 247 | 77 | 100.0 | 100.0 | 100.0 | 324 | 247 | 77 | 100.0 | 100.0 | 100.0 |

SURVEY OF LAW PROFESSORS - 1981

Q-11 LANGUAGE PROFECIENCY - Relative Freq. (%)

| Languages | Read | | | Speak | | | write | | | understand (oral) | | |
|-----------|--------|-------|-------|--------|-------|-------|--------|-------|-------|----------------------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| English | 99.2 | 99.7 | 98.7 | 98.4 | 99.4 | 100.0 | 98.4 | 99.1 | 98.7 | 96.0 | 95.0 | 89.6 |
| French | 72.5 | 79.2 | 98.7 | 34.4 | 49.4 | 96.1 | 32.0 | 46.0 | 89.6 | 44.5 | 55.1 | 87.0 |
| ----- | 18.6 | 21.1 | 28.8 | 15.0 | 15.5 | 16.9 | 11.0 | 11.5 | 13.0 | 18.6 | 19.3 | 20.8 |
| ----- | 6.9 | 7.5 | 9.1 | 4.1 | 4.0 | 3.9 | 3.2 | 3.4 | 3.9 | 4.9 | 5.0 | 5.2 |

SURVEY OF LAW PROFESSORS - 1981

Q-12 FULL-TIME LAW RELATED WORK EXPERIENCE

Relative Frequency (%) by number of years employed

| | 1 Yr. | 2 Yrs. | 3 Yrs. | 4-6 Yrs. | 7-10 Yrs. | 11+ Yrs. | Total | Common | Civil |
|------------------------------|-------|--------|--------|----------|-----------|----------|-------|--------|-------|
| law clerk | 6.8 | .6 | .3 | .3 | | | 8.0 | 9.7 | 3.5 |
| private practice | 13.9 | 9.0 | 5.2 | 8.0 | 3.3 | 4.2 | 43.6 | 43.7 | 41.6 |
| member - LRC ¹ | 1.9 | 2.2 | .3 | 1.2 | | | 5.6 | 7.3 | |
| staff - LRC | 3.1 | 2.5 | 1.9 | .6 | | | 8.1 | 10.1 | 1.8 |
| member - QJA ² | .9 | .3 | .9 | | | | 2.1 | 2.6 | 1.0 |
| staff - QJA | .6 | .6 | | | | | 1.2 | 1.6 | |
| member NJB or C ³ | .3 | .6 | | | | | .9 | 1.8 | 1.8 |
| staff NJB or C | .3 | .9 | | | .3 | | 1.5 | 1.6 | 1.8 |
| industry/business | 1.2 | 1.5 | | .6 | | .6 | 3.9 | 4.5 | 1.6 |
| government dept. | 4.0 | 2.8 | 2.5 | 1.8 | .6 | .6 | 12.3 | 13.4 | 10.1 |
| public interest group | 2.2 | .9 | | .6 | .6 | .9 | 5.2 | 5.7 | 3.9 |
| mediator/arbitrator | .3 | .9 | | | .3 | | 1.5 | 2.0 | |
| other | 2.8 | .9 | .9 | 2.1 | .9 | .6 | 8.2 | 6.9 | 11.9 |
| Total (n) | | | | | | | 324 | 247 | 77 |

1. Law Reform Commission

2. Quasi- Judicial Agency

3. Non-Judicial Board or Commission

SURVEY OF LAW PROFESSORS - 1981

Q-13 PART-TIME LAW RELATED WORK EXPERIENCE

| <u>Work experience</u> | Absolute Freq. | | | Relative Freq. (%) | | |
|---|----------------|-------|-------|--------------------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil |
| private practise | 96 | 126 | 30 | 38.9 | 38.8 | 39.0 |
| member of law reform commission | 17 | 18 | 1 | 6.9 | 5.5 | 1.3 |
| project director or staff researcher for law reform commission | 54 | 59 | 5 | 21.9 | 18.2 | 6.5 |
| member of quasi-judicial agency | 22 | 25 | 3 | 8.9 | 7.7 | 3.9 |
| staff member or counsel to quasi-judicial agency | 13 | 20 | 7 | 5.3 | 6.2 | 9.1 |
| member of non-judicial board or commission | 33 | 42 | 9 | 13.4 | 13.0 | 11.7 |
| staff member or counsel to non-judicial board or commission | 18 | 23 | 5 | 7.3 | 7.1 | 6.5 |
| industry/business | 14 | 19 | 5 | 5.7 | 5.9 | 6.5 |
| government department | 46 | 56 | 10 | 18.6 | 17.3 | 13.0 |
| public interest or community group | 71 | 82 | 11 | 28.7 | 25.3 | 14.3 |
| mediator/arbitrator | 65 | 72 | 7 | 26.3 | 22.2 | 9.1 |
| other (specify) | 26 | 32 | 6 | 10.5 | 9.9 | 7.8 |

Missing cases - 70

i.e. did not answer 'yes to any of the above. 70 is 21.6% of the total no. of respondents.

| No. of cases | Common | Civil |
|--------------|--------|-------|
| | 202 | 52 |
| | 81.8% | 67.6% |

SURVEY OF LAW PROFESSORS - 1981

Q-14 RESEARCH TECHNIQUES

| | Relative Freq. (%) | | | | | | | | | | | | | | |
|--|--------------------|-------|-------|-----------|-------|-------|-------------|-------|-------|------------|-------|-------|--------|-------|-------|
| | Frequently | | | Sometimes | | | Hardly ever | | | Not at all | | | Blank | | |
| | Common | Civil | Total | Common | Civil | Total | Common | Civil | Total | Common | Civil | Total | Common | Civil | Total |
| library based using published materials | 86.2 | 93.5 | 88.0 | 8.9 | 1.3 | 7.1 | | | | | | | 4.5 | 3.9 | 4.3 |
| personal interviews, questionnaires, surveys | 8.1 | 5.2 | 7.4 | 36.0 | 31.2 | 34.9 | 13.0 | 16.9 | 13.9 | 32.0 | 40.3 | 34.0 | 10.9 | 6.5 | 9.9 |
| systematic observation | 7.3 | 6.5 | 7.1 | 14.6 | 15.6 | 14.8 | 7.7 | 11.7 | 8.6 | 54.3 | 53.3 | 54.0 | 16.2 | 13.0 | 15.4 |
| consultating existing statistical data | 10.9 | 10.4 | 10.8 | 40.5 | 31.2 | 38.3 | 8.9 | 10.4 | 9.3 | 26.7 | 39.0 | 29.6 | 13.0 | 9.1 | 12.0 |
| developing new statistical data | 2.8 | 3.9 | 3.1 | 15.4 | 14.3 | 15.1 | 9.7 | 11.7 | 10.2 | 57.5 | 58.4 | 57.7 | 14.6 | 11.7 | 13.9 |
| using automated information bases | 4.9 | | 3.7 | 23.5 | 29.9 | 25.0 | 13.4 | 13.0 | 13.3 | 44.9 | 48.1 | 45.7 | 13.4 | 9.1 | 12.3 |
| consulting unpublished legal doc. | 17.8 | 14.3 | 17.0 | 38.9 | 44.2 | 40.1 | 13.8 | 16.7 | 14.5 | 19.8 | 18.2 | 19.4 | 9.3 | 6.5 | 8.6 |
| consulting unpublished non-legal doc. | 8.5 | 5.2 | 7.7 | 27.1 | 24.7 | 26.5 | 11.3 | 14.3 | 12.0 | 40.1 | 45.5 | 41.4 | 12.2 | 11.7 | 11.7 |
| other | 0.8 | | 0.6 | 3.6 | | 2.8 | 0.4 | 2.6 | 0.9 | 31.6 | 39.0 | 33.3 | 63.6 | 58.4 | 62.3 |

SURVEY OF LAW PROFESSORS - 1981

Q-15 OBSTACLES IN GAINING ACCESS TO INFORMATION

| | Adjusted Freq. (%) | | | | | | | | | | | | Common | n | |
|----------------|--------------------|-------|-------|-----------|-------|-------|-------------|-------|-------|------------|-------|-------|--------|-------|-------|
| | Frequently | | | Sometimes | | | Hardly ever | | | Not at all | | | | Total | Civil |
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | | | |
| financial | 6.1 | 6.0 | 4.3 | 18.4 | 19.1 | 21.4 | 5.7 | 5.4 | 4.3 | 68.4 | 68.8 | 70.0 | 228 | 298 | 70 |
| legal/official | 4.9 | 5.1 | 6.0 | 20.8 | 19.8 | 16.4 | 5.8 | 5.8 | 6.0 | 67.7 | 68.6 | 71.6 | 226 | 293 | 67 |
| other | 4.1 | 3.1 | 4.1 | 9.1 | 9.4 | 10.5 | 1.7 | 1.9 | 2.6 | 85.1 | 85.5 | 86.8 | 121 | 159 | 38 |

| | Relative Freq. (%) | | | | | | | | | | Common | Blank | | |
|----------------|--------------------|-------|-------|-----------|-------|-------|-------------|-------|-------|------------|--------|-------|-------|-------|
| | Frequently | | | Sometimes | | | Hardly ever | | | Not at all | | | Total | Civil |
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | | |
| financial | | 5.6 | | | 17.6 | | | 4.9 | | | 63.3 | | 8.0 | |
| legal/official | | 4.6 | | | 17.9 | | | 5.2 | | | 62.0 | | 9.6 | |
| other | | 1.5 | | | 4.6 | | | 0.9 | | | 42.0 | | 50.9 | |

SURVEY OF LAW PROFESSORS - 1981

| Q-16 LIBRARY USE | Proportion of responses (%) by range of use | | | | | |
|--|---|-------|--------|--------|--------|---------|
| | Relative Freq. (%) | | | | | |
| | 0% | 1-10% | 11-25% | 26-50% | 51-75% | 76-100% |
| a) personal library | 11.7 | 34.8 | 23.2 | 23.2 | 4.7 | 1.5 |
| b) university law library | 4.3 | 5.2 | 5.2 | 25.9 | 33.0 | 26.2 |
| c) other common law libraries (Canadian university) | 72.9 | 23.1 | 2.4 | 1.5 | | |
| d) other civil law libraries (Canadian university) | 90.5 | 7.7 | 1.2 | | | .6 |
| e) common-law abroad (university) | 78.1 | 15.8 | 4.6 | 1.2 | | .3 |
| f) civil law abroad (university) | 94.7 | 3.4 | 1.2 | .3 | .3 | |
| g) other law libraries Canadian | 75.7 | 21.3 | 1.8 | 1.2 | | |
| h) other law libraries abroad | 87.0 | 10.5 | 1.5 | .9 | | |
| i) general university library | 46.3 | 39.4 | 11.4 | 2.1 | | .8 |
| j) other non-law libraries Canadian | 81.8 | 16.4 | 1.8 | | | |
| k) other non-law libraries abroad | 91.1 | 7.4 | .6 | .6 | | .5 |

SURVEY OF LAW PROFESSORS - 1981

Q-16A LIBRARY USE: COMMON/CIVIL

proportion of responses (%) by range of use

| | Relative Freq. (%) | | | | | | | | | | | |
|--|--------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|---------|-------|
| | 0% | | 1-10% | | 11-25% | | 26-50% | | 51-75% | | 76-100% | |
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| a) personal library | 12.9 | 7.8 | 38.0 | 24.7 | 22.2 | 26.0 | 21.1 | 29.9 | 3.2 | 5.2 | 2.4 | 6.5 |
| b) university law library | 4.0 | 5.2 | 3.6 | 10.4 | 4.4 | 7.8 | 24.7 | 29.9 | 35.2 | 32.5 | 29.9 | 14.3 |
| c) other common law libraries (Canadian university) | 70.5 | 80.5 | 25.5 | 15.6 | 2.0 | 3.9 | 2.0 | | | | | |
| d) other civil law libraries (Canadian university) | 96.8 | 70.2 | 3.2 | 22.1 | | 5.2 | | | | 1.3 | | 1.3 |
| e) common-law abroad (university) | 74.5 | 89.6 | 18.6 | 6.5 | 5.2 | 2.6 | 1.2 | 1.3 | | | 0.4 | |
| f) civil law abroad (university) | 97.2 | 87.0 | 2.0 | 7.8 | 0.4 | 3.9 | 0.4 | 1.3 | | | | |
| g) other law libraries Canadian | 74.5 | 79.2 | 22.2 | 18.2 | 1.6 | 2.6 | 1.6 | | | | | |
| h) other law libraries abroad | 88.2 | 83.1 | 9.3 | 14.3 | 1.2 | 2.6 | 1.2 | | | | | |
| i) general university library | 45.0 | 50.7 | 42.0 | 32.5 | 12.2 | 9.1 | 0.8 | 6.5 | | | | 1.3 |
| j) other non-law libraries Canadian | 81.0 | 84.4 | 16.6 | 15.6 | 2.4 | | | | | | | |
| k) other non-law libraries abroad | 90.7 | 92.2 | 7.6 | 6.5 | 0.8 | | 0.4 | 1.3 | | | 0.4 | |

SURVEY OF LAW PROFESSORS - 1981

Q-17 ADEQUACY OF LAW LIBRARY

| HOLDINGS | Adjusted Freq. (%) | | | | | n |
|-----------------|--------------------|------|------|------|------------|-----|
| | Excellent | Good | Fair | Poor | No opinion | |
| texts/treatises | 31.2 | 44.5 | 18.1 | 4.7 | 1.6 | 321 |
| law reports | 54.2 | 38.3 | 5.0 | 1.6 | .9 | 321 |
| gov't doc. | 17.3 | 36.8 | 27.0 | 11.9 | 6.9 | 318 |
| periodicals | 35.9 | 42.8 | 16.6 | 3.1 | 1.6 | 320 |
| legislation | 36.1 | 44.2 | 13.7 | 4.0 | 1.9 | 321 |
| other | 14.9 | 27.0 | 14.2 | 10.8 | 33.1 | 148 |

SERVICES

| | Excellent | Good | Fair | Poor | No opinion | n |
|-------------------|-----------|------|------|------|------------|-----|
| hours | 57.4 | 33.1 | 6.0 | 1.6 | 1.9 | 317 |
| reference service | 42.5 | 35.1 | 13.7 | 5.0 | 3.7 | 322 |
| interlibrary loan | 33.0 | 36.8 | 11.7 | 5.0 | 13.2 | 318 |
| photocopying | 40.5 | 27.7 | 15.3 | 8.7 | 7.8 | 321 |
| microfilm | 19.0 | 25.0 | 14.5 | 8.4 | 33.1 | 311 |

Q-17A ADEQUACY OF LAW LIBRARY n 247 Common
n 77 Civil

| HOLDINGS | Relative Freq. (%) | | | | | | | | | |
|-----------------|--------------------|-------|--------|-------|--------|-------|--------|-------|------------|-------|
| | Excellent | | Good | | Fair | | Poor | | No opinion | |
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| texts/treatises | 32.4 | 26.0 | 44.5 | 42.9 | 15.4 | 26.0 | 5.3 | 2.6 | 2.4 | 2.6 |
| law reports | 57.5 | 41.6 | 35.6 | 45.5 | 3.2 | 10.4 | 1.6 | 1.3 | 2.0 | 1.3 |
| gov't doc. | 18.2 | 13.0 | 36.0 | 36.4 | 25.9 | 28.6 | 11.3 | 13.0 | 8.5 | 9.1 |
| periodicals | 39.3 | 23.4 | 41.3 | 45.4 | 13.8 | 24.7 | 2.4 | 5.2 | 3.2 | 1.3 |
| legislation | 36.4 | 33.8 | 42.5 | 48.1 | 13.4 | 14.3 | 4.5 | 2.6 | 3.2 | 1.3 |
| other | 6.9 | 6.5 | 10.1 | 19.5 | 5.7 | 9.1 | 4.9 | 5.2 | 72.5 | 59.8 |

SERVICES

| | Excellent | | Good | | Fair | | Poor | | No opinion | |
|-------------------|-----------|-------|--------|-------|--------|-------|--------|-------|------------|-------|
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| hours | 60.3 | 42.9 | 30.4 | 39.0 | 4.9 | 9.1 | 1.2 | 2.6 | 3.2 | 6.5 |
| reference service | 46.6 | 28.6 | 31.6 | 45.5 | 13.0 | 15.6 | 4.5 | 6.5 | 4.4 | 3.9 |
| interlibrary loan | 34.0 | 27.3 | 36.4 | 35.1 | 10.9 | 14.3 | 3.6 | 9.1 | 15.0 | 14.3 |
| photocopying | 40.5 | 39.0 | 27.5 | 27.3 | 12.6 | 23.4 | 8.5 | 9.1 | 10.9 | 1.3 |
| microfilm | 19.0 | 15.6 | 24.7 | 22.1 | 12.6 | 18.2 | 8.9 | 5.2 | 4.4 | 4.4 |

SURVEY OF LAW PROFESSORS - 1981

Q-18 ADEQUACY OF CANADIAN RESEARCH TOOLS

Adjusted Freq. (%)

| | Excellent | Good | Fair | Poor | No opinion | n |
|--------------------------|-----------|------|------|------|------------|-----|
| general texts | 7.8 | 24.8 | 33.5 | 29.8 | 4.1 | 319 |
| finding aids | 6.3 | 23.9 | 39.3 | 22.0 | 8.5 | 318 |
| bibliographies | 5.0 | 19.5 | 35.2 | 28.6 | 11.6 | 318 |
| automated information | 3.5 | 8.0 | 19.7 | 34.4 | 34.4 | 314 |

Q-18A ADEQUACY OF CANADIAN RESEARCH TOOLS: COMMON/CIVIL

Relative Freq. (%)

| | Excellent | | Good | | Fair | | Poor | | No opinion | |
|--------------------------|-----------|-------|--------|-------|--------|-------|--------|-------|------------|-------|
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| general texts | 5.3 | 15.6 | 22.7 | 29.9 | 35.6 | 24.7 | 31.6 | 22.1 | 4.8 | 7.8 |
| finding aids | 6.9 | 3.9 | 24.3 | 20.8 | 40.1 | 23.8 | 21.9 | 20.8 | 5.9 | 20.8 |
| bibliographies | 5.3 | 3.9 | 15.8 | 29.9 | 33.6 | 37.7 | 30.4 | 20.8 | 15.0 | 7.8 |
| automated information | 4.5 | | 7.3 | 9.1 | 20.6 | 14.3 | 34.0 | 31.2 | 33.6 | 45.5 |

SURVEY OF LAW PROFESSORS - 1981

Q-19 USE OF RESEARCH METHODOLOGIES

METHODOLOGY

RESEARCH AREAS IN ORDER OF PRIORITY - Adjusted Freq. (%)

| | 1st Area | | | 2nd Area | | | 3rd Area | | | 4th Area | | | 5th Area | | |
|------------------------------------|----------|-------|-------|----------|-------|-------|----------|-------|-------|----------|-------|-------|----------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| doctrinal | 88.7 | 90.2 | 94.7 | 88.2 | 88.9 | 91.2 | 85.1 | 87.0 | 92.7 | 81.9 | | | 80.1 | | |
| historical | 60.7 | 56.2 | 42.1 | 58.8 | 56.1 | 47.1 | 55.3 | 48.6 | 29.1 | 53.5 | | | 46.8 | | |
| theoretical | 43.1 | 39.7 | 28.9 | 44.3 | 39.4 | 23.5 | 42.9 | 38.0 | 23.6 | 36.8 | | | 39.4 | | |
| comparative; common/civil | 14.6 | 18.7 | 31.6 | 9.5 | 14.9 | 32.4 | 8.1 | 14.8 | 34.5 | 18.8 | | | 18.1 | | |
| comparative; transnational | 46.0 | 42.2 | 30.3 | 41.2 | 38.1 | 27.9 | 40.4 | 35.6 | 21.8 | 32.6 | | | 24.5 | | |
| Interdisciplinary empirical | 28.0 | 25.4 | 17.1 | 22.6 | 20.8 | 14.7 | 24.2 | 22.2 | 16.4 | 21.5 | | | 18.1 | | |
| interdisciplinary non-empirical | 28.0 | 26.0 | 19.7 | 20.4 | 20.8 | 22.1 | 24.2 | 24.1 | 23.6 | 23.6 | | | 16.0 | | |
| Total No. of cases n | 239 | 315 | 76 | 221 | 289 | 68 | 161 | 216 | 55 | n=144 | | | n=94 | | |

Q-19A X COMMON/CIVIL RESEARCH METHODOLOGY BY COMMON AND CIVIL FACULTIES

| Methodology | Common | | Civil | | Total | |
|---------------|--------|------|-------|------|-------|------|
| | No. | % | No. | % | No. | % |
| doctrinal | 212 | 88.7 | 72 | 94.7 | 284 | 90.2 |
| historical | 145 | 60.7 | 32 | 42.1 | 177 | 56.2 |
| theoretical | 103 | 43.1 | 22 | 28.9 | 125 | 39.7 |
| common/civil | 35 | 14.6 | 24 | 31.6 | 59 | 18.7 |
| transnational | 110 | 46.0 | 23 | 30.3 | 133 | 42.2 |
| empirical | 67 | 28.0 | 13 | 17.1 | 80 | 25.4 |
| non-empirical | 67 | 28.0 | 15 | 19.7 | 82 | 26.0 |

SURVEY OF LAW PROFESSORS - 1981

Q19A X Q4 RESEARCH METHODOLOGY BY NUMBER OF YEARS FULL-TIME LAW TEACHING

| Methodology | Adjusted Freq. (%) | | | | | | | | | | | |
|---------------|--------------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|
| | Common | | | Civil | | | Total | | | | | |
| | 0-5 No. % | 6-10 No. % | 11+ No. % | 0-5 No. % | 6-10 No. % | 11+ No. % | 0-5 No. % | 6-10 No. % | 11+ No. % | 0-5 No. % | 6-10 No. % | 11+ No. % |
| doctrinal | 71 | 63 | 78 | 21 | 19 | 32 | 92 | 91.2 | 82 | 93.2 | 110 | 87.3 |
| historical | 47 | 45 | 53 | 9 | 8 | 15 | 56 | 55.5 | 53 | 60.2 | 68 | 54.0 |
| theoretical | 32 | 25 | 46 | 8 | 4 | 10 | 40 | 39.6 | 29 | 33.0 | 56 | 44.4 |
| common/civil | 12 | 8 | 15 | 7 | 6 | 11 | 19 | 18.8 | 14 | 15.9 | 26 | 20.6 |
| transnational | 32 | 34 | 44 | 9 | 4 | 10 | 41 | 40.7 | 38 | 43.2 | 54 | 42.9 |
| empirical | 18 | 16 | 33 | 6 | 2 | 5 | 24 | 23.8 | 18 | 20.5 | 38 | 30.2 |
| non-empirical | 21 | 19 | 27 | 6 | 4 | 5 | 27 | 26.8 | 23 | 26.1 | 32 | 25.4 |
| Total (n) | 78 | 68 | 93 | 23 | 20 | 33 | 101 | | 88 | | 126 | |

SURVEY OF LAW PROFESSORS - 1981

Q-19A X Q-6B1 RESEARCH METHODOLOGY BY COUNTRY OF LIM - Adjusted Freq. (%)

| Methodology | Common | | | | | | | | | | Civil | | | | | | | | | | Total | | | | | | | | | |
|---------------|--------|----|------|----|--------|----|--------|---|--------|---|-------|---|--------|-------|--------|-------|--------|-------|------|---|--------|---|--------|---|-------|-------|-------|---|-------|---|
| | Canada | | U.K. | | U.S.A. | | France | | Canada | | U.K. | | U.S.A. | | France | | Canada | | U.K. | | U.S.A. | | France | | Total | | Total | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| historical | 27 | 46 | 25 | 47 | 1 | 67 | 8 | 1 | 36 | 4 | 7 | 9 | 63 | 87.5 | 50 | 98.0 | 74 | 88.1 | 10 | | | | | | 197 | 89.9 | | | | |
| historical | 26 | | 20 | | 13 | | 1 | | 16 | | 3 | | 42 | 58.3 | 28 | 54.9 | 50 | 59.5 | 4 | | | | | | 124 | 56.6 | | | | |
| historical | 15 | | 13 | | 6 | | 1 | | 9 | | 2 | | 24 | 30.6 | 22 | 43.1 | 41 | 48.8 | 3 | | | | | | 90 | 41.4 | | | | |
| historical | 13 | | 22 | | 38 | | 1 | | 11 | | 2 | | 12 | 16.7 | 14 | 27.5 | 8 | 9.5 | 5 | | | | | | 39 | 17.8 | | | | |
| transnational | 13 | | 14 | | 18 | | 1 | | 5 | | 1 | | 16 | 22.2 | 15 | 29.4 | 20 | 23.8 | 3 | | | | | | 93 | 42.5 | | | | |
| empirical | 17 | | 10 | | 28 | | | | 7 | | 1 | | 24 | 33.3 | 11 | 21.6 | 29 | 34.5 | 3 | | | | | | 67 | 30.6 | | | | |
| non-empirical | 34 | | 47 | | 77 | | 2 | | 38 | | 4 | | 72 | 100.0 | 51 | 100.0 | 84 | 100.0 | 12 | | | | | | 219 | 100.0 | | | | |

Q-19B TOP TWENTY RESEARCH AREAS BY METHODOLOGY

| | Total reporting as 1st, 2nd or 3rd field Common | Doctrinal | Historical | Theoretical | Comparative | | Interdisciplinary | |
|--|---|---------------------|------------------|-------------|--------------|--------------------|-------------------|-------------------|
| | | | | | Common/Civil | Trans- national | Empirical | Non- empirical |
| 1. constitutional law | 23 43 10 | 42 | 31 | 24 | 2 | 13 | 3 | 7 |
| 2. criminal law | 36 38 2 | 36 | 25 | 20 | 3 | 17 | 6 | 5 |
| 3. family law | 26 33 7 | 31 | 19 | 10 | 6 | 14 | 6 | 8 |
| 4. administrative law | 21 33 12 | 31 | 15 | 11 | 3 | 12 | 7 | 13 |
| 5. contracts | 22 30 8 | 30 | 16 | 13 | 6 | 7 | 1 | 3 |
| 6. taxation | 24 29 5 | 29 | 8 | 9 | 2 | 8 | 5 | 4 |
| 7. labor relations | 25 28 3 | 25 | 14 | 12 | 5 | 10 | 8 | 6 |
| 8. negotiations | 19 26 7 | 26 | 12 | 9 | 4 | 9 | 4 | 6 |
| 9. torts | 23 25 2 | 24 | 12 | 9 | 5 | 7 | 4 | 4 |
| 10. evidence | 18 22 4 | 22 | 10 | 9 | 4 | 7 | 2 | 6 |
| 11. land law | 14 20 6 | 20 | 12 | 5 | 1 | 4 | 4 | 1 |
| 12. jurisprudence | 16 20 4 | 7 | 9 | 20 | 4 | 6 | 3 | 7 |
| 13. commercial law | 14 19 5 | 19 | 6 | 3 | 5 | 9 | 4 | 5 |
| 14. civil and human rights | 14 19 5 | 17 | 14 | 14 | 1 | 13 | 1 | 4 |
| 15. consumer protection | 13 17 4 | 15 | 5 | 3 | 3 | 11 | 5 | 4 |
| 16. administration of justice | 12 16 4 | 11 | 9 | 6 | 2 | 9 | 5 | 4 |
| 17. international law | 12 16 4 | 14 | 8 | 7 | 2 | 9 | 7 | 3 |
| 18. environmental law | 12 16 4 | 16 | 8 | 4 | 2 | 11 | 8 | 8 |
| 19. trusts and trustees | 16 16 0 | 16 | 11 | 7 | 4 | 3 | 1 | 1 |
| 20. practice and procedure | 13 15 2 | 15 | 9 | 3 | 4 | 5 | 2 | 1 |
| TOTAL | 481 | 446 (92.7) | 253 (52.6) | 198 (41.2) | 68 (14.1) | 184 (38.3) | 86 (17.9) | 100 (20.8) |
| Municipal law and planning Combines | | Civil - 7 - 5 | Common 5 5 | | | | | |

Q-19C TOP TWENTY RESEARCH AREAS BY METHODOLOGY - WEIGHTED TO REPRESENT TOTAL POPULATION.

| | Total reporting as 1st, 2nd or 3rd field common Total Civil | | | Doctrinal | Historical | Theoretical | Comparative | | Interdisciplinary | |
|-------------------------------|---|----|----|-----------|------------|-------------|--------------|--------------------|-------------------|-------------------|
| | | | | | | | Common/Civil | Trans- national | Empirical | Non- empirical |
| 1. constitutional law | 57 | 84 | 27 | 82 | 61 | 47 | 4 | 25 | 6 | 14 |
| 2. criminal law | 62 | 74 | 5 | 70 | 49 | 39 | 6 | 33 | 12 | 10 |
| 3. family law | 45 | 64 | 19 | 61 | 37 | 20 | 12 | 27 | 12 | 16 |
| 4. administrative law | 36 | 64 | 32 | 61 | 29 | 22 | 6 | 23 | 14 | 25 |
| 5. contracts | 38 | 59 | 21 | 59 | 31 | 25 | 12 | 14 | 2 | 6 |
| 6. taxation | 41 | 57 | 13 | 57 | 16 | 18 | 4 | 16 | 10 | 8 |
| 7. labor relations | 43 | 55 | 8 | 49 | 27 | 23 | 10 | 20 | 16 | 12 |
| 8. corporations | 33 | 51 | 19 | 51 | 23 | 18 | 8 | 18 | 8 | 12 |
| 9. torts | 40 | 49 | 5 | 47 | 23 | 18 | 10 | 14 | 8 | 8 |
| 10. evidence | 31 | 43 | 11 | 43 | 20 | 18 | 9 | 14 | 4 | 12 |
| 11. land law | 24 | 39 | 16 | 39 | 23 | 10 | 2 | 8 | 8 | 2 |
| 12. jurisprudence | 28 | 39 | 11 | 14 | 18 | 39 | 8 | 12 | 6 | 14 |
| 13. commercial law | 24 | 37 | 13 | 37 | 12 | 6 | 10 | 18 | 8 | 10 |
| 14. civil and human rights | 24 | 37 | 13 | 33 | 27 | 27 | 2 | 25 | 2 | 8 |
| 15. consumer protection | 22 | 33 | 11 | 29 | 10 | 6 | 6 | 22 | 10 | 8 |
| 16. administration of justice | 21 | 31 | 11 | 22 | 18 | 12 | 4 | 18 | 10 | 8 |
| 17. international law | 21 | 31 | 11 | 27 | 16 | 14 | 4 | 18 | 14 | 6 |
| 18. environmental law | 21 | 31 | 11 | 31 | 16 | 8 | 4 | 22 | 16 | 16 |
| 19. trusts and trustees | 28 | 20 | 0 | 31 | 22 | 14 | 8 | 6 | 2 | 2 |
| 20. practice and procedure | 22 | 29 | 5 | 29 | 18 | 6 | 8 | 10 | 4 | 2 |

SURVEY OF LAW PROFESSORS - 1981

Q-21 CHANGE IN RESEARCH METHODOLOGY

| | MORE | | | % of total respondents | | | LESS | | | % of total respondents | | |
|-------------------------------------|----------------|-----|----|------------------------|------|------|--------------------|----|----|------------------------|-------|------|
| | Absolute Freq. | | | Common Total Civil | | | Common Total Civil | | | Common Total Civil | | |
| doctrinal | 11 | 24 | 13 | 4.5 | 7.4 | 16.9 | 47 | 57 | 10 | 19.0 | 17.6 | 13.0 |
| theoretical | 43 | 58 | 15 | 17.4 | 17.9 | 19.5 | 5 | 11 | 6 | 2.0 | 5.4 | 7.6 |
| historical | 48 | 63 | 15 | 19.4 | 19.4 | 19.5 | 8 | 12 | 4 | 3.2 | 5.7 | 5.2 |
| comparative: common/civil | 8 | 21 | 13 | 3.2 | 6.5 | 16.9 | 9 | 11 | 2 | 3.6 | 5.4 | 2.0 |
| comparative: transnational | 42 | 53 | 11 | 17.0 | 16.4 | 14.3 | 5 | 8 | 3 | 2.0 | 2.5 | 3.9 |
| interdisciplinary: empirical | 38 | 48 | 10 | 15.3 | 14.8 | 13.0 | 3 | 6 | 3 | 1.2 | 1.9 | 3.9 |
| interdisciplinary: non-empirical | 38 | 48 | 10 | 15.3 | 14.8 | 13.0 | 2 | 3 | 1 | 0.8 | 0.9 | 1.3 |
| No. of cases | 82 | 115 | 33 | 247 | 324 | 77 | 50 | 84 | 29 | 247.0 | 324.0 | 77.0 |

SURVEY OF LAW PROFESSORS - 1981

Q-22 AUDIENCE ORIENTATION OF RESEARCH

FREQUENCY OF ORIENTATION - Relative Freq. (%)

| Target audience | Frequently | | | Sometimes | | | Hardly ever | | | Never | | | Blank | | |
|---------------------------------------|------------|-------|-------|-----------|-------|-------|-------------|-------|-------|--------|-------|-------|--------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| students | 43.3 | 47.5 | 61.0 | 33.2 | 31.2 | 24.7 | 10.5 | 9.6 | 6.5 | 3.2 | 2.8 | 1.3 | 9.7 | 9.0 | 6.5 |
| law reform/public policy formation | 39.3 | 34.6 | 19.5 | 36.8 | 38.0 | 41.6 | 4.9 | 5.9 | 9.1 | 2.8 | 4.3 | 9.1 | 16.2 | 17.3 | 20.8 |
| practitioners/judges | 44.1 | 45.1 | 41.8 | 32.8 | 33.0 | 33.8 | 8.9 | 8.3 | 6.5 | 1.6 | 2.5 | 5.2 | 12.6 | 11.1 | 6.5 |
| legal scholars | 56.7 | 55.6 | 51.9 | 24.3 | 25.0 | 27.3 | 3.6 | 3.4 | 2.6 | 2.0 | 2.2 | 2.6 | 13.4 | 13.9 | 15.6 |
| scholars in other disciplines | 11.3 | 13.9 | 22.1 | 27.9 | 26.5 | 22.1 | 19.8 | 19.4 | 18.2 | 15.0 | 15.7 | 18.2 | 25.9 | 24.4 | 19.5 |
| general public | 6.5 | 6.8 | 7.8 | 36.0 | 32.1 | 19.5 | 18.2 | 19.4 | 23.4 | 17.0 | 18.5 | 23.4 | 22.3 | 27.1 | 26.0 |
| other | 2.0 | 2.2 | 2.6 | 2.4 | 2.8 | 3.9 | 2.4 | 2.8 | 3.9 | 15.8 | 17.0 | 20.8 | 77.3 | 75.3 | 68.8 |

Q-24 CHANGE IN AUDIENCE ORIENTATION OF RESEARCH AND WRITTING

| | MORE | | | | | | LESS | | | | | |
|---------------------------------------|-------------------|-------|-------|--------------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| | Absolute Freq. | | | Relative Freq. (%) | | | Absolute Freq. | | | Relative Freq. (%) | | |
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| students | 16 | 23 | 7 | 6.5 | 7.1 | 9.1 | 15 | 19 | 5 | 6.1 | 5.9 | 6.5 |
| law reform/public policy formation | 42 | 51 | 9 | 17.0 | 15.7 | 11.7 | 8 | 11 | 3 | 3.2 | 3.4 | 3.9 |
| practitioners/judges | 24 | 34 | 10 | 9.7 | 10.5 | 13.0 | 17 | 23 | 6 | 6.9 | 7.1 | 7.8 |
| legal scholars | 25 | 32 | 7 | 10.1 | 9.9 | 9.1 | 18 | 21 | 3 | 7.3 | 6.5 | 3.9 |
| scholars in other disciplines | 26 | 32 | 6 | 10.5 | 9.9 | 7.8 | 5 | 8 | 3 | 2.0 | 2.5 | 3.9 |
| general public | 29 | 35 | 6 | 11.7 | 10.8 | 7.8 | 6 | 8 | 2 | 2.4 | 2.5 | 2.6 |
| other | 1 | 2 | 1 | 0.4 | 0.6 | 1.3 | 1 | 2 | 1 | 0.4 | 0.6 | 1.3 |
| No. of cases | 77 | 102 | 25 | | | | 42 | 54 | 13 | | | |

SURVEY OF LAW PROFESSORS - 1981

Q-26 SOURCES OF RESEARCH FUNDS FOR SELF-INITIATED AND COMMISSIONED RESEARCH

| | | SELF-INITIATED | | | | COMMISSIONED | | | | TOTAL | | | |
|------------------------|--|----------------|------------------------|----------------------|-----|------------------------|----------------------|-----|------------------------|----------------------|-----|------------------------|----------------------|
| | | No. | % of total respondents | % of eligible cases* | No. | % of total respondents | % of eligible cases* | No. | % of total respondents | % of eligible cases* | No. | % of total respondents | % of eligible cases* |
| university | | 85 | 26.2 | 39.7 | 1 | | | 86 | 26.5 | 40.2 | | | |
| your law faculty | | 110 | 34.0 | 51.4 | | | | 110 | 34.0 | 51.4 | | | |
| SSHRC/Canada Council | | 67 | 20.7 | 31.3 | 2 | | | 69 | 21.3 | 32.2 | | | |
| fed. gov't dept. | | 22 | 6.8 | 10.3 | 41 | 12.7 | 19.2 | 63 | 19.5 | 29.5 | | | |
| prov. gov't dept. | | 15 | 4.6 | 7.0 | 39 | 12.0 | 18.2 | 54 | 16.6 | 25.2 | | | |
| fed. LRC | | 3 | 0.9 | 1.4 | 21 | 6.5 | 9.8 | 24 | 7.4 | 11.2 | | | |
| prov. LRC | | 15 | 4.6 | 7.0 | 27 | 8.3 | 12.6 | 42 | 12.9 | 19.6 | | | |
| special interest group | | 10 | 3.1 | 4.7 | 22 | 6.8 | 10.3 | 32 | 9.9 | 15.0 | | | |
| law foundation | | 37 | 11.4 | 17.3 | 3 | 0.9 | 1.4 | 40 | 12.3 | 18.7 | | | |
| other foundation | | 27 | 8.3 | 12.6 | 8 | 2.5 | 3.7 | 35 | 10.8 | 16.3 | | | |
| other | | 9 | 2.8 | 4.2 | 13 | 4.0 | 6.1 | 22 | 6.8 | 10.3 | | | |

* Eligible cases are those respondents who answered in the previous question that, in the past five years, they have received direct financial subsidy for their research.

SURVEY OF LAW PROFESSORS - 1981

Q-26A SOURCES OF RESEARCH FUNDS FOR SELF-INITIATED AND COMMISSIONED RESEARCH: COMMON/CIVIL

| | SELF-INITIATED | | | | COMMISSIONED | | | | TOTAL | | | |
|------------------------|----------------|-------|----------------------|-------|--------------|-------|----------------------|-------|--------|-------|----------------------|-------|
| | No. | | % of eligible cases* | | No. | | % of eligible cases* | | No. | | % of eligible cases* | |
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| university | 64 | 21 | 64 | 39.8 | 21 | 44.7 | 1 | | 64 | 22 | 64 | 39.8 |
| your law faculty | 85 | 25 | 85 | 52.8 | 25 | 53.2 | | | 85 | 25 | 85 | 52.8 |
| SSHRC/Canada Council | 49 | 18 | 49 | 30.4 | 18 | 38.3 | 1 | 1 | 50 | 19 | 50 | 31.1 |
| fed. gov't dept. | 19 | 3 | 19 | 11.8 | 3 | 6.4 | 35 | 6 | 54 | 9 | 54 | 33.5 |
| prov. gov't dept. | 7 | 8 | 7 | 4.4 | 8 | 17.0 | 28 | 11 | 35 | 19 | 35 | 21.7 |
| fed. LRC | 3 | 0 | 3 | 1.9 | 0 | 0.0 | 17 | 4 | 20 | 4 | 20 | 12.4 |
| prov. LRC | 13 | 2 | 13 | 8.1 | 2 | 4.3 | 26 | 1 | 39 | 3 | 39 | 24.2 |
| special interest group | 9 | 1 | 9 | 5.6 | 1 | 2.1 | 18 | 4 | 27 | 5 | 27 | 16.8 |
| law foundation | 33 | 4 | 33 | 20.5 | 4 | 8.5 | 1 | 2 | 34 | 6 | 34 | 21.1 |
| other foundation | 24 | 3 | 24 | 14.9 | 3 | 6.4 | 7 | 1 | 31 | 4 | 31 | 19.3 |
| other | 7 | 2 | 7 | 4.4 | 2 | 4.3 | 10 | 3 | 17 | 5 | 17 | 10.6 |
| eligible cases | 143 | 45 | | | | | 78 | 17 | | | | |
| % total respondents | 57.9 | 58.4 | | | | | 31.6 | 22.1 | | | | |
| total eligible cases | 161 | 47 | | | | | | | | | | |

* Eligible cases are those respondents who answered in the previous question that, in the past five years, they have received direct financial subsidy for their research.

SURVEY OF LAW PROFESSORS - 1981

Q-27 FREQUENCY OF NEED FOR RESEARCH FUNDS

Relative frequency (%)

| Amount | Frequently | | | Sometimes | | | Hardly ever | | | Never | | | Blank | | |
|---------------------|------------|-------|-------|-----------|-------|-------|-------------|-------|-------|--------|-------|-------|--------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| \$0 - \$2,499 | 23.5 | 20.4 | 10.4 | 23.1 | 23.1 | 23.4 | 8.9 | 10.5 | 15.6 | 6.1 | 15.4 | 6.5 | 38.5 | 30.6 | 44.2 |
| \$2,500 - \$4,999 | 9.7 | 9.0 | 6.5 | 22.3 | 20.4 | 14.3 | 8.1 | 8.0 | 7.8 | 15.8 | 25.9 | 19.5 | 44.1 | 36.7 | 51.9 |
| \$5,000 - \$9,999 | 6.1 | 5.9 | 5.2 | 16.6 | 15.4 | 11.7 | 7.3 | 8.0 | 10.4 | 23.9 | 32.7 | 22.1 | 46.2 | 38.0 | 50.6 |
| \$10,000 - \$24,999 | 2.4 | 2.8 | 3.9 | 9.3 | 9.0 | 7.8 | 11.7 | 10.5 | 6.5 | 30.4 | 39.5 | 29.9 | 46.2 | 38.3 | 51.9 |
| \$25,000 + | 2.4 | 3.1 | 5.2 | 5.7 | 5.6 | 5.2 | 4.0 | 3.7 | 2.6 | 35.6 | 43.8 | 31.2 | 52.2 | 43.8 | 55.8 |

Q-28 FACTORS DISCOURAGING SEARCH FOR RESEARCH FUNDS

Relative freq. (%)

| | Frequently | | | Sometimes | | | Hardly ever | | | No | | | Blank | | |
|---|------------|-------|-------|-----------|-------|-------|-------------|-------|-------|--------|-------|-------|--------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| granting agency(ies) not prepared to entertain projects in desired area | 8.5 | 7.7 | 5.2 | 17.0 | 15.7 | 11.7 | 2.8 | 2.2 | | 10.9 | 39.8 | 14.3 | 60.7 | 34.6 | 68.8 |
| conditions of proposed grant unacceptable | 1.2 | 1.2 | 1.3 | 4.9 | 4.6 | 3.9 | 1.2 | .9 | | 25.9 | 54.6 | 28.6 | 66.8 | 38.6 | 66.2 |
| overly complex application procedure | 8.1 | 9.3 | 13.0 | 10.1 | 9.6 | 7.8 | 1.6 | 1.2 | | 13.8 | 40.1 | 11.7 | 66.4 | 39.8 | 67.5 |
| amount offered inadequate | 1.2 | 2.8 | 7.8 | 7.3 | 6.5 | 3.9 | 2.0 | 1.9 | 1.3 | 21.1 | 49.4 | 19.5 | 68.4 | 39.5 | 67.5 |
| lack of salary supplement | 6.9 | 6.8 | 6.5 | 9.3 | 8.3 | 5.2 | 1.2 | .9 | | 16.6 | 45.1 | 20.8 | 66.0 | 38.9 | 67.5 |
| lack of provision for re-released time | 6.9 | 7.7 | 10.4 | 10.1 | 8.3 | 2.6 | 1.6 | 1.5 | 1.3 | 15.0 | 39.8 | 10.4 | | 42.6 | 75.3 |
| other | 0.4 | .6 | 1.3 | | | | | | | 0.8 | 4.0 | 5.2 | 98.4 | 95.1 | 93.5 |

Q-29 OPINION ON ADEQUACY OF FUNDING FOR RESEARCH

Adjusted frequency (%)

Type of research

| Project | Excellent | | Good | | Fair | | Poor | | No opinion | | n | |
|----------------|-----------|-------|--------|-------|--------|-------|--------|-------|------------|-------|-----|----|
| self initiated | 8.3 | | 20.5 | | 29.1 | | 24.5 | | 17.2 | | 302 | |
| commissioned | 6.9 | | 22.4 | | 22.4 | | 22.1 | | 26.2 | | 290 | |
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | n | n |
| self-initiated | 8.6 | 7.2 | 21.0 | 18.8 | 30.9 | 23.2 | 22.3 | 33.3 | 17.2 | 17.4 | 233 | 69 |
| commissioned | 7.2 | 6.0 | 22.4 | 22.4 | 23.8 | 17.9 | 19.7 | 29.9 | 26.9 | 23.9 | 223 | 67 |

SURVEY OF LAW PROFESSORS - 1981

Q-30A CANADIAN LEGISLATIVE/JUDICIAL APPROACH EMERGING

Relative Freq. (%)

Common Total Civil

| | | | |
|------------|------|------|------|
| YES | 53.4 | 49.7 | 37.7 |
| NO | 23.5 | 26.9 | 37.7 |
| NO OPINION | 16.6 | 14.2 | 6.5 |
| BLANK | 6.5 | 9.3 | 18.2 |

Q-30B PROVINCIAL LEGISLATIVE/JUDICIAL APPROACH EMERGING

Relative Freq. (%)

Common Total Civil

| | | | |
|------------|------|------|------|
| YES | 27.9 | 35.5 | 59.7 |
| NO | 38.9 | 35.8 | 26.0 |
| NO OPINION | 21.9 | 18.2 | 6.5 |
| BLANK | 11.3 | 10.5 | 7.8 |

SURVEY OF LAW PROFESSORS - 1981

Q-31 ALLOCATION OF WORKING TIME

Proportion of responses(%) by percentage of time allocated, Adjusted frequency(%)

| | 0% | 1-10% | 11-25% | 26-50% | 50-75% | 75-100% |
|---|------|-------|--------|--------|--------|---------|
| undergraduate teaching and course preparation | 4.3 | 1.8 | 7.4 | 55.8 | 25.9 | 4.6 |
| graduate teaching and course preparation | 69.1 | 24.7 | 3.5 | 1.5 | .6 | |
| teaching non-law | 69.1 | 27.7 | 2.1 | .6 | .3 | |
| administration | 10.2 | 49.4 | 29.9 | 8.6 | 1.8 | .3 |
| research - self-initiated | 7.4 | 31.7 | 39.8 | 20.1 | .6 | .3 |
| research - commissioned | 54.6 | 31.6 | 12.4 | 1.2 | | |
| CLE, Bar Admission | 67.6 | 28.7 | 1.5 | .6 | .6 | |
| law for laymen | 78.1 | 21.6 | .3 | | | |
| other paid professional work | 49.7 | 38.2 | 9.8 | 1.2 | .9 | |
| unpaid public service | 57.1 | 41.4 | .9 | .6 | | |
| other | 94.7 | 4.7 | .3 | | .3 | |

Q-31A ALLOCATION OF WORKING TIME
COMMON/CIVIL

Proportion of responses(%) by percentage of time allocated, Relative frequency(%)

| | 0% | | 1-10% | | 11-25% | | 26-50% | | 57-75% | | 76+ % | | 11+ % | |
|---|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| undergraduate teaching and course preparation | 3.6 | 6.5 | 2.0 | 1.3 | 6.4 | 10.4 | 55.1 | 58.5 | 28.3 | 18.2 | 4.5 | 5.2 | 94.3 | 92.3 |
| graduate teaching and course preparation | 73.1 | 53.2 | 23.9 | 28.6 | 1.2 | 11.7 | 0.4 | 5.2 | 0.4 | 1.3 | | | 4.8 | 18.2 |
| teaching non-law | 67.2 | 75.3 | 29.2 | 23.4 | 2.8 | | 0.4 | 1.3 | 0.4 | | | | 3.6 | 1.3 |
| administration | 9.7 | 10.4 | 48.2 | 53.3 | 30.8 | 27.3 | 8.9 | 7.8 | 2.0 | 1.3 | 0.4 | | 42.1 | 36.4 |
| research - self-initiated | 7.3 | 7.8 | 34.4 | 23.4 | 37.3 | 48.1 | 20.2 | 19.5 | 0.4 | 1.3 | 0.4 | | 58.3 | 68.9 |
| research - commissioned | 52.8 | 57.1 | 31.0 | 33.8 | 14.2 | 6.5 | 0.8 | 2.6 | | | | | 15.0 | 9.1 |
| CLE, Bar Admission | 70.0 | 63.6 | 28.2 | 31.2 | 1.2 | 2.6 | 0.4 | 1.3 | 0.4 | 1.3 | | | 2.0 | 5.2 |
| law for laymen | 76.9 | 81.8 | 22.7 | 18.2 | 0.4 | | | | | | | | 0.4 | |
| other paid professional work | 49.0 | 51.9 | 37.5 | 40.3 | 10.5 | 7.8 | 1.6 | | 1.2 | | | | 13.3 | 7.8 |
| unpaid public service | 54.6 | 64.9 | 43.2 | 35.1 | 1.2 | | 0.8 | | | | | | 2.0 | |
| other | 94.7 | 94.8 | 4.9 | 3.9 | 0.4 | | | | | 1.3 | | | 0.4 | 1.3 |

SURVEY OF LAW PROFESSORS - 1981

Q-32 RELATIONSHIP OF TEACHING TO RESEARCH

| Extent of relationship | Adjusted Frequency (%) | | | (n) | | |
|------------------------|------------------------|-------|-------|--------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil |
| 75-100% | 42.9 | 37.5 | 20.8 | 240 | 317 | 77 |
| 50-74% | 34.6 | 32.5 | 26.0 | | | |
| 25-49% | 12.9 | 16.4 | 27.3 | | | |
| 0-24% | 9.6 | 13.6 | 26.0 | | | |

Q-33 METHODOLOGICAL APPROACHES EMPLOYED IN TEACHING (1976-1981)

METHODOLOGY

Relative frequency (%)

| | Frequently | | | Sometimes | | | Hardly ever | | | Never used | | | Blank | | |
|------------------------------------|------------|-------|-------|-----------|-------|-------|-------------|-------|-------|------------|-------|-------|--------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| doctrinal | 87.4 | 84.9 | 76.6 | 5.7 | 5.9 | 6.5 | | .3 | 1.3 | | .3 | 1.3 | 6.9 | 8.6 | 14.3 |
| theoretical | 46.2 | 42.0 | 28.6 | 33.6 | 31.8 | 26.0 | 6.5 | 6.8 | 7.8 | 3.2 | 5.9 | 14.3 | 10.5 | 13.6 | 23.4 |
| historical | 29.1 | 26.5 | 18.2 | 49.8 | 46.9 | 37.7 | 8.5 | 8.6 | 9.1 | 2.8 | 6.5 | 18.2 | 9.7 | 11.4 | 16.9 |
| comparative - Civil/ common | 1.6 | 4.9 | 15.6 | 18.2 | 20.1 | 26.0 | 20.6 | 19.8 | 16.9 | 37.2 | 33.6 | 22.1 | 22.3 | 21.6 | 19.5 |
| comparative - trans- national | 17.4 | 16.4 | 13.0 | 37.7 | 34.9 | 26.0 | 15.8 | 14.8 | 11.7 | 13.4 | 16.7 | 27.3 | 15.8 | 17.3 | 22.1 |
| interdisciplinary - empirical | 5.7 | 6.2 | 7.8 | 14.6 | 15.4 | 18.2 | 17.0 | 14.8 | 7.8 | 41.7 | 42.6 | 45.5 | 21.1 | 21.0 | 20.8 |
| interdisciplinary non-empirical | 10.9 | 9.6 | 5.2 | 27.9 | 25.3 | 16.9 | 15.8 | 14.2 | 9.1 | 26.7 | 31.2 | 45.5 | 18.6 | 19.8 | 23.4 |

SURVEY OF LAW PROFESSORS - 1981

Q-35 METHODOLOGICAL APPROACHES IN STUDENT RESEARCH (1976-1981)

| Methodology | Frequency of use - Relative frequency (%) | | | | | | | | | | | | | | |
|--------------------------------------|---|-------|-------|-----------|-------|-------|-------------|-------|-------|------------|-------|-------|--------|-------|-------|
| | Frequently | | | Sometimes | | | Hardly ever | | | Never used | | | Blank | | |
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| doctrinal | 40.5 | 38.9 | 33.8 | 31.6 | 29.6 | 23.4 | 0.8 | 1.5 | 3.9 | 11.7 | 11.7 | 11.7 | 15.4 | 18.2 | 27.8 |
| theoretical | 19.0 | 16.7 | 9.1 | 29.6 | 26.2 | 15.6 | 3.6 | 4.0 | 5.2 | 21.9 | 24.7 | 33.8 | 25.9 | 28.4 | 30.4 |
| historical | 15.0 | 13.3 | 7.8 | 31.6 | 29.9 | 24.7 | 4.9 | 4.6 | 3.9 | 25.1 | 27.2 | 33.8 | 23.5 | 25.0 | 29.9 |
| comparative - Civil/ Common | 2.0 | 3.1 | 6.5 | 7.7 | 9.9 | 16.9 | 4.9 | 4.9 | 5.2 | 50.6 | 46.9 | 35.1 | 34.8 | 35.2 | 36.4 |
| comparative -trans- national | 7.3 | 7.4 | 7.8 | 29.6 | 27.2 | 19.5 | 3.6 | 3.4 | 2.6 | 30.4 | 32.1 | 37.7 | 29.1 | 29.9 | 32.5 |
| interdisciplinary - empirical | 2.8 | 2.8 | 2.6 | 13.4 | 12.3 | 9.1 | 7.7 | 7.1 | 5.2 | 39.7 | 42.6 | 51.9 | 36.4 | 35.2 | 31.2 |
| interdisciplinary - non-empirical | 4.0 | 3.4 | 1.3 | 22.3 | 19.4 | 10.4 | 6.1 | 6.2 | 6.5 | 33.6 | 37.3 | 49.4 | 34.6 | 33.6 | 32.5 |

SURVEY OF LAW PROFESSORS - 1981

Q-34 DISCIPLINES IN INTERDISCIPLINARY - ORIENTED TEACHING (1976-1981)

Q-38 DISCIPLINES IN COLLABORATIVE INTERDISCIPLINARY TEACHING (1976-1981)

| <u>Disciplinary</u> | Q-34 Interdisciplinary-oriented | | | | Q-38 Collaborative | | | |
|--|------------------------------------|-------|-------|-----------------------------|-----------------------|-------|-------|----------------------------|
| | Absolute Freq. | | | Adjusted Freq. (%) n 285 | Absolute Freq. | | | Adjusted Freq. (%) n 79 |
| | Common | Total | Civil | | Common | Total | Civil | |
| business administration | 10 | 15 | 5 | 5.3 | 2 | 4 | 2 | 5.1 |
| criminology | 15 | 15 | 1 | 5.3 | 2 | 2 | | 2.5 |
| economics | 55 | 68 | 13 | 23.9 | 10 | 14 | 4 | 17.7 |
| history | 13 | 16 | 3 | 5.6 | 2 | 2 | | 2.5 |
| philosophy | 14 | 16 | 2 | 5.6 | 4 | 8 | 4 | 10.1 |
| political science | 35 | 45 | 10 | 17.8 | 7 | 9 | 2 | 11.4 |
| psychology | 14 | 14 | | 4.9 | 5 | 5 | | 6.3 |
| sociology | 30 | 37 | 7 | 13.0 | 4 | 5 | 1 | 6.3 |
| other | 47 | 59 | 12 | 18.6 | 22 | 30 | 8 | 38.1 |
| total no. of cases* (n) | 238 | 285 | 47 | 100.0 | 65 | 79 | 14 | 100.0 |
| no. of responses | 130 | 163 | 33 | | 51 | 66 | 15 | |
| no. of responses as % total respondents | 52.6 | 50.3 | 42.9 | | 20.7 | 20.4 | 19.5 | |

* Up to two disciplines could be given in each response

Q-37A COLLABORATED IN TEACHING

| | Relative Frequency (%) | | |
|-------|------------------------|-------|-------|
| | Common | Civil | Total |
| YES | 23.1 | 27.3 | 24.1 |
| NO | 66.4 | 37.7 | 59.6 |
| BLANK | 10.5 | 35.1 | 16.4 |

Q-37B COLLABORATED IN RESEARCH

| | Relative Frequency (%) | | |
|-------|------------------------|-------|-------|
| | Common | Total | Civil |
| YES | 23.9 | 20.7 | 10.4 |
| NO | 66.4 | 60.8 | 42.9 |
| BLANK | 9.7 | 18.5 | 46.8 |

SURVEY OF LAW PROFESSORS - 1981

Q-36 DISCIPLINES INVOLVED IN STUDENTS' INTERDISCIPLINARY RESEARCH (1976-81)

Q-39 DISCIPLINES INVOLVED IN COLLABORATION IN PROFESSORS' RESEARCH (1976-1981)

| | Q-36 Student Research | | | | Q-39 Collaborative Research | | | |
|---|--------------------------|-------|-------|--------------------|--------------------------------|-------|-------|--------------------|
| | Absolute Freq. | | | Adjusted Freq. (%) | Absolute Freq. | | | Adjusted Freq. (%) |
| | Common | Total | Civil | Common Total Civil | Common | Total | Civil | Common Total Civil |
| business administration | 7 | 9 | 2 | 4.6 | 4 | 6 | 2 | 5.5 |
| criminology | 10 | 12 | 2 | 6.2 | 6 | 6 | | 5.5 |
| economics | 30 | 36 | 6 | 18.5 | 17 | 23 | 6 | 20.9 |
| history | 9 | 10 | 1 | 5.1 | 2 | 3 | 1 | 2.7 |
| philosophy | 8 | 8 | | 4.1 | 5 | 7 | 2 | 6.4 |
| political science | 19 | 26 | 7 | 13.3 | 6 | 12 | 6 | 10.9 |
| psychology | 11 | 11 | | 5.6 | 12 | 12 | | 10.9 |
| public administration | 11 | 14 | 3 | 7.2 | 2 | 5 | 3 | 4.5 |
| sociology | 18 | 24 | 6 | 12.3 | 7 | 10 | 3 | 9.1 |
| social work | 13 | 13 | | 6.7 | 3 | 4 | 1 | 3.6 |
| other | 28 | 32 | 4 | 16.4 | 18 | 22 | 4 | 20.0 |
| total No. of cases* | 163 | 195 | 32 | 100.0 | 84 | 100* | 26 | 100.0 |
| No. of responses | 94 | 116 | 22 | | 59 | 77 | 18 | |
| No. of responses as % of total respondents | 38.1 | 35.8 | 28.6 | 35.8 | 23.9 | 23.8 | 23.4 | |

* Up to two disciplines could be given in each response

SURVEY OF LAW PROFESSORS - 1981
Q-40 TEACHING METHODS - Frequency of use

| METHOD | Relative Frequency (%) | | | | | | | |
|-----------------------------------|----------------------------------|---------------------------------|-----------------------------------|-----------------------------|-----------------------------|--|--|--|
| | Frequently Common Total Civil | Sometimes Common Total Civil | Hardly ever Common Total Civil | Never Common Total Civil | Blank Common Total Civil | | | |
| socratic/discussion | 63.6 53.4 20.8 | 27.1 28.1 31.2 | 4.9 6.5 11.7 | 0.4 3.7 14.3 | 4.0 8.3 22.1 | | | |
| clinical | 10.1 8.3 2.6 | 10.9 10.2 7.8 | 9.3 8.3 5.2 | 43.7 45.7 51.9 | 25.9 27.5 32.6 | | | |
| problem method | 30.0 31.5 36.4 | 45.3 42.9 35.1 | 8.9 9.3 10.4 | 3.2 3.4 3.9 | 12.6 13.0 14.3 | | | |
| traditional lecture | 40.1 45.4 62.3 | 43.7 38.0 19.5 | 10.5 10.8 11.7 | 0.8 1.5 3.9 | 4.9 4.3 2.6 | | | |
| individual/ seminar discussion | 36.8 35.2 29.9 | 42.1 40.7 36.4 | 8.1 8.3 9.1 | 3.6 5.6 11.7 | 9.3 10.2 13.0 | | | |
| simulations | 8.1 7.7 6.5 | 23.9 21.9 15.6 | 15.4 13.0 5.2 | 28.3 31.8 42.9 | 24.3 25.6 29.9 | | | |
| other | 1.2 1.2 1.3 | 1.2 1.2 1.3 | | 10.1 11.7 16.9 | 87.4 85.8 80.5 | | | |

SURVEY OF LAW PROFESSORS - 1981

Q-41 GRADUATE STUDENTS SUPERVISED THIS YEAR

| Relative Freq. (%) | | |
|--------------------|------|------|
| Common Civil | | |
| YES | 26.3 | 57.1 |
| NO | 72.1 | 41.6 |
| BLANK | 1.6 | 1.3 |

Q-42 NUMBER OF GRADUATE STUDENTS SUPERVISED OVER PAST FIVE YEARS

| No. of Students | Relative Freq. (%) | | |
|-----------------|--------------------|-------|-------|
| | Common | Total | Civil |
| 0 | 46.6 | 42.0 | 27.5 |
| 1- 2 | 21.8 | 21.0 | 18.2 |
| 3- 5 | 15.8 | 17.3 | 22.1 |
| 6-10 | 3.2 | 6.2 | 15.3 |
| 11-15 | 1.2 | 2.1 | 5.2 |
| 16+ | 0.8 | 3.1 | 10.4 |
| Blank | 10.5 | 8.3 | 1.3 |

Q-43 GRADUATE STUDENT WORK IMPORTANT TO OWN

| Relative Freq. (%) | | |
|--------------------|------|------|
| Common Civil | | |
| YES | 8.5 | 10.0 |
| NO | 70.1 | 74.0 |
| BLANK | 17.4 | 16.1 |

SURVEY OF LAW PROFESSORS - 1981

Q-44 PERMITTED TO USE PREFERRED TEACHING METHODS

| | Relative Freq. (%) | | |
|-------------|--------------------|-------|-------|
| | Common | Total | Civil |
| frequently | 94.3 | 91.4 | 81.8 |
| sometimes | 2.4 | 4.9 | 13.0 |
| hardly ever | 0.4 | 1.2 | 3.9 |
| never | | | |
| blank | 2.8 | 2.5 | 1.3 |

Q-45 LAW SCHOOL POSITIVE TO COURSE DEVELOPMENT IN AREAS OF INTEREST

| | Relative Freq. (%) | | |
|-------------|--------------------|-------|-------|
| | Common | Total | Civil |
| frequently | 62.8 | 62.0 | 59.7 |
| sometimes | 28.3 | 28.7 | 29.9 |
| hardly ever | 4.0 | 4.9 | 7.8 |
| never | 1.2 | 1.5 | 2.6 |
| blank | 3.6 | 2.8 | |

Q-46 CURRICULUM STIMULATES STUDENT INTEREST IN LEGAL RESEARCH

| | Relative Freq. (%) | | |
|-------------|--------------------|-------|-------|
| | Common | Total | Civil |
| great deal | 14.6 | 13.3 | 9.1 |
| moderately | 59.5 | 55.6 | 42.9 |
| very little | 18.6 | 23.1 | 36.4 |
| not at all | 2.8 | 4.9 | 11.7 |
| blank | 4.5 | 3.4 | 2.9 |

SURVEY OF LAW PROFESSORS - 1981

Q-47 ESTABLISHED BAR REQUIREMENTS AFFECT COURSE CONTENTS

| | Relative Freq. (%) | | |
|--------------|--------------------|-------|-------|
| | Common | Total | Civil |
| a great deal | 10.9 | 17.6 | 39.0 |
| moderately | 34.0 | 33.6 | 32.5 |
| very little | 30.8 | 27.5 | 16.9 |
| not at all | 21.9 | 19.4 | 11.7 |
| blank | 2.4 | 1.9 | |

Q-48A LAW SCHOOL HAS A DISTINCTIVE PHILOSOPHY OF EDUCATION

| | Relative Freq. (%) | | |
|------------|--------------------|-------|-------|
| | Common | Total | Civil |
| YES | 35.6 | 33.5 | 35.1 |
| NO | 49.0 | 50.6 | 55.8 |
| NO OPINION | 12.6 | 10.2 | 2.6 |
| BLANK | 2.8 | 3.7 | 6.5 |

Q-48B LAW SCHOOL HAS A DISTINCTIVE PHILOSOPHY OF LAW

| | Relative Freq. (%) | | |
|------------|--------------------|-------|-------|
| | Common | Total | Civil |
| YES | 23.2 | 22.5 | 18.2 |
| NO | 59.1 | 61.4 | 68.8 |
| NO OPINION | 13.8 | 11.7 | 5.2 |
| BLANK | 3.2 | 4.3 | 7.8 |

SURVEY OF LAW PROFESSORS - 1981

Q-49 PUBLICATIONS (1971-1981)

Proportion of responses (%) by numbers published

| | 0 | 1-2 | 3-5 | 6-10 | 11-15 | 16-25 | 26+ |
|---------------------|------|------|------|------|-------|-------|-----|
| books | 63.3 | 30.5 | 5.9 | | .3 | | |
| edited books | 73.5 | 17.2 | 4.8 | 3.3 | .9 | .3 | |
| chapters in books | 49.4 | 34.3 | 13.0 | 3.4 | | | |
| reports and studies | 46.0 | 28.4 | 18.5 | 5.9 | .9 | .3 | |
| edited law reports | 87.1 | 8.0 | 1.5 | 2.7 | | .3 | .3 |
| articles | 12.9 | 21.0 | 22.5 | 22.8 | 10.8 | 7.3 | 2.4 |
| other | 80.9 | 9.6 | 4.9 | 3.0 | | 1.2 | .3 |

Q-49A PUBLICATIONS (1971-1981):
COMMON/CIVIL

Proportion of responses (%) by numbers published

| | 0 | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-25 | | 26+ | |
|---------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil | Common | Civil |
| books | 71.2 | 37.7 | 23.9 | 52.0 | 4.4 | 10.4 | | | 0.4 | | | | | |
| edited books | 78.1 | 58.5 | 18.7 | 13.0 | 2.0 | 13.0 | 1.2 | 10.4 | | 3.9 | | 1.3 | | |
| chapters in books | 46.1 | 59.8 | 36.9 | 26.0 | 13.0 | 13.0 | 4.0 | 1.3 | | | | | | |
| reports and studies | 42.9 | 55.9 | 30.4 | 22.1 | 18.7 | 18.2 | 6.4 | 3.9 | 1.2 | | 0.4 | | | |
| edited law reports | 89.8 | 78.0 | 8.5 | 6.5 | | 6.5 | 1.2 | 7.8 | | | | 1.3 | | |
| articles | 15.4 | 5.2 | 22.2 | 16.9 | 23.1 | 20.8 | 22.2 | 24.7 | 10.5 | 11.7 | 5.6 | 13.0 | 0.8 | 7.8 |
| other | 81.0 | 87.8 | 10.1 | 7.8 | 4.4 | 6.5 | 3.2 | 2.6 | | | 1.2 | 1.3 | | 1.3 |

SURVEY OF LAW PROFESSORS - 1981

Q-49B PUBLICATIONS BY AGE - BOOKS

Percentages of total of each age group are in parentheses

| Number Published | YOUNG | | | MIDDLE | | | OLDER | | |
|---------------------|--------|--------|-------|--------|--------|-------|--------|--------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| 0 | 80 | 99 | 15 | 64 | 74 | 10 | 32 | 36 | 4 |
| | | (76.0) | | | (56.5) | | | (52.9) | |
| 1-2 | 14 | 26 | 12 | 29 | 49 | 20 | 16 | 24 | 8 |
| | | (20.8) | | | (37.4) | | | (35.3) | |
| 3-5 | 2 | 4 | 2 | 4 | 8 | 4 | 5 | 7 | 2 |
| | | (3.2) | | | (6.1) | | | (10.3) | |
| 11- | 0 | 0 | | 0 | | | 1 | 1 | |
| | | | | | | | | (1.5) | |
| Total | 96 | 125 | 29 | 97 | 131 | 34 | 54 | 68 | 14 |

Q-49B PUBLICATIONS BY AGE - REPORTS AND STUDIES

Percentage of total of each age group are in parentheses

| Number Published | YOUNG | | | MIDDLE | | | OLDER | | |
|---------------------|--------|--------|-------|--------|--------|-------|--------|--------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| 0 | 51 | 68 | 17 | 35 | 54 | 19 | 20 | 27 | 7 |
| | | (54.4) | | | (41.2) | | | (39.7) | |
| 1-2 | 25 | 32 | 7 | 34 | 40 | 6 | 16 | 20 | 4 |
| | | (25.6) | | | (30.5) | | | (29.4) | |
| 3-5 | 14 | 19 | 5 | 23 | 29 | 6 | 9 | 12 | 3 |
| | | (15.2) | | | (22.1) | | | (17.7) | |
| 11- | 5 | 5 | 0 | 4 | 7 | 3 | 7 | 7 | 0 |
| | | (4.0) | | | (5.3) | | | (10.3) | |
| | 1 | 1 | | 1 | 1 | | 2 | 2 | |
| | | (0.8) | | | (0.76) | | | (2.9) | |
| Total | 96 | 125 | 29 | 97 | 131 | 34 | 54 | 68 | 14 |

Q-49B PUBLICATIONS BY AGE -ARTICLES

| Number Published | YOUNG | | | MIDDLE | | | OLDER | | |
|---------------------|--------|--------|-------|--------|--------|-------|--------|--------|-------|
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil |
| 0 | 16 | 19 | 3 | 10 | 11 | 1 | 12 | 12 | 0 |
| | | (15.2) | | | (8.4) | | | (17.7) | |
| 1-2 | 26 | 31 | 5 | 19 | 25 | 6 | 10 | 12 | 2 |
| | | (24.6) | | | (19.1) | | | (17.7) | |
| 3-5 | 28 | 38 | 10 | 23 | 26 | 3 | 6 | 9 | 3 |
| | | (30.4) | | | (19.9) | | | (13.2) | |
| 6-10 | 17 | 23 | 6 | 26 | 36 | 10 | 12 | 15 | 3 |
| | | (18.4) | | | (27.5) | | | (22.1) | |
| 11- | 9 | 14 | 5 | 19 | 33 | 14 | 14 | 20 | 6 |
| | | (11.2) | | | (25.2) | | | (29.4) | |
| Total | 96 | 125 | 29 | 97 | 131 | 34 | 54 | 68 | 14 |

Young - 35 yrs. and less

Middle - 36 to 45 yrs.

Older - 46 yrs. and over

SURVEY OF LAW PROFESSORS - 1981

Q-51 "OTHER" PUBLICATIONS

| | Absolute Freq. | | | Relative Freq. (%) | | |
|----------------------------|----------------|-------|-------|--------------------|-------|-------|
| | Common | Total | Civil | Common | Total | Civil |
| teaching materials | 194 | 252 | 58 | 78.5 | 77.8 | 75.3 |
| continuing legal education | 66 | 80 | 14 | 26.7 | 24.7 | 18.2 |
| law for laymen | 62 | 79 | 17 | 25.1 | 24.4 | 22.1 |
| other | 7 | 12 | 5 | 2.8 | 3.7 | 6.5 |
| total no. of cases | 208 | 269 | 61 | 84.2 | 83.6 | 79.2 |

Q-52 'OTHER' PUBLICATIONS: PUBLISHER, SOURCE OF EXTRA
REMUNERATION, SUPPORT FOR RELATED COSTS (1970-1980)

| PUBLISHER | <u>Teaching materials</u> | | | | | | <u>Continuing legal education</u> | | <u>Law for layman</u> | |
|------------------|---------------------------|-------|-------|----------------|-------|-------|---------------------------------------|----------------|-----------------------|----------------|
| | Absolute Freq. | | | Adjusted Freq. | | | Absolute Freq. | Adjusted Freq. | Absolute Freq. | Adjusted Freq. |
| | Common | Total | Civil | Common | Total | Civil | Total | Total | Total | Total |
| law faculty | 176 | 229 | 53 | 88.4 | 88.8 | 89.8 | 23 | 31.5 | 18 | 26.5 |
| commercial press | 32 | 35 | 3 | 16.1 | 13.6 | 5.1 | 13 | 17.8 | 24 | 35.3 |
| university press | 31 | 37 | 6 | 15.6 | 14.3 | 10.2 | 11 | 15.1 | 13 | 19.1 |
| other | 3 | 5 | 2 | 1.5 | 1.9 | 3.4 | 38 | 52.1 | 27 | 39.7 |
| total no. cases | 199 | 258 | 59 | 100.0 | 100.0 | 100.0 | 73 | 100.0 | 68 | 100.0 |

SOURCE OF EXTRA REMUNERATION

| | | |
|-------------------------------------|----|----|
| law faculty | 2 | 5 |
| university | 2 | 3 |
| community/professional organization | 7 | 10 |
| royalties | 26 | 6 |
| other | 2 | 6 |
| total no. cases | 34 | 23 |

SUPPORT FOR RELATED COSTS

| | | | | | | |
|-------------------------------------|-----|-----|----|-------|----|----|
| law faculty | 130 | 146 | 16 | 94.8 | 19 | 4 |
| university | 16 | 16 | | 10.4 | 3 | 1 |
| community professional organization | 9 | 10 | 1 | 6.5 | 11 | 5 |
| commercial press | 4 | 4 | | 2.6 | 1 | 2 |
| government | 7 | 7 | | 4.5 | | 4 |
| other | 4 | 4 | | 2.6 | 5 | 3 |
| total no. cases | | 154 | | 100.0 | 32 | 12 |

SURVEY OF LAW PROFESSORS - 1981
Q-72 REASONS FOR BECOMING LAW TEACHER

| | Relative Frequency (%) | | | | | | | | | | | | | | |
|---------------------------|------------------------|-------|---------------------|--------|-----------------|-------|---------------|-------|-------|--------|-------|-------|------|------|------|
| | Major Importance | | Moderate Importance | | Some Importance | | No Importance | | Blank | | | | | | |
| | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | Common | Total | Civil | | | |
| a) interest in teaching | 66.8 | 67.6 | 70.1 | 22.3 | 22.8 | 24.7 | 6.5 | 5.6 | 2.6 | 1.6 | 1.5 | 1.3 | 2.8 | 2.5 | 1.3 |
| b) interest in research | 48.2 | 51.5 | 62.3 | 28.7 | 28.7 | 28.6 | 15.4 | 13.3 | 6.5 | 3.2 | 2.5 | 4.5 | 4.5 | 4.0 | 2.6 |
| c) interest in law reform | 26.3 | 25.3 | 22.1 | 25.9 | 27.5 | 32.5 | 27.1 | 26.2 | 23.4 | 8.1 | 7.4 | 5.2 | 12.6 | 13.6 | 16.0 |
| d) academic life style | 35.2 | 37.3 | 44.2 | 30.4 | 30.9 | 32.5 | 23.1 | 20.4 | 11.7 | 5.3 | 5.9 | 7.8 | 6.1 | 5.6 | 3.9 |
| e) security | 4.5 | 4.3 | 3.9 | 11.7 | 14.5 | 23.4 | 24.7 | 25.9 | 29.9 | 48.2 | 44.8 | 33.8 | 10.9 | 10.5 | 9.1 |
| f) independence | 52.2 | 53.1 | 55.8 | 24.3 | 25.9 | 31.2 | 13.0 | 10.8 | 3.9 | 4.9 | 4.9 | 5.2 | 5.7 | 5.2 | 3.9 |
| g) dislike practise | 9.7 | 9.0 | 6.5 | 11.3 | 14.2 | 23.4 | 25.1 | 24.4 | 22.1 | 42.1 | 42.0 | 41.6 | 11.7 | 10.5 | 6.3 |
| h) other | 2.8 | 3.1 | 3.9 | 0.4 | 0.3 | | 0.4 | 0.3 | | 8.1 | 9.0 | 11.7 | 88.3 | 87.3 | 84.4 |

SURVEY OF LAW PROFESSORS - 1981

Q-73 ASPECTS OF LAW TEACHING MOST LIKED

Relative Frequency (%)

| | A great deal | Moderately | Very little | Not at all | Blank |
|---|-----------------|------------|-------------|---------------|-------|
| contact with students | 63.6 | 32.1 | 1.5 | 0.6 | 2.2 |
| contact with colleagues | 42.9 | 45.4 | 9.0 | 0.3 | 2.5 |
| opportunity for research | 56.8 | 34.9 | 4.6 | 1.5 | 2.2 |
| opportunity to focus effort/ attention | 56.2 | 26.5 | 7.4 | 2.8 | 7.1 |
| academic freedom | 62.7 | 25.3 | 4.3 | 2.8 | 4.9 |
| sabbatical leave | 23.8 | 36.7 | 24.1 | 9.3 | 6.2 |
| administration/committee work | 2.8 | 20.1 | 31.2 | 41.4 | 4.6 |
| amount of salary | 2.2 | 28.7 | 33.0 | 30.9 | 5.2 |
| working conditions | 34.3 | 46.9 | 10.5 | 4.3 | 4.4 |
| job security | 9.3 | 34.3 | 32.4 | 19.1 | 4.9 |
| public recognition | 4.9 | 30.6 | 32.7 | 25.6 | 6.2 |
| opportunity for consulting, etc. | 10.5 | 38.0 | 26.2 | 20.7 | 4.6 |
| possibility of career change | 11.7 | 31.8 | 26.2 | 23.8 | 6.5 |
| other (specify) | 2.2 | 0.3 | 0.6 | 9.0 | 88.0 |

SURVEY OF LAW PROFESSORS - 1981

Q-73A ASPECTS OF LAW TEACHING MOST LIKED
COMMON/CIVIL

| | Relative Frequency (%) | | | | | | | | | |
|---|------------------------------|------|----------------------------|------|-----------------------------|------|----------------------------|------|-----------------------|-----|
| | A great deal Common Civil | | Moderately Common Civil | | Very little Common Civil | | Not at all Common Civil | | Blank Common Civil | |
| contact with students | 64.4 | 61.0 | 30.8 | 36.4 | 1.6 | 1.3 | 0.8 | | 2.4 | 1.3 |
| contact with colleagues | 47.4 | 28.6 | 43.7 | 50.6 | 6.5 | 16.9 | 0.4 | | 2.0 | 3.9 |
| opportunity for research | 55.9 | 59.7 | 35.2 | 33.8 | 4.5 | 5.2 | 2.0 | | 2.4 | 1.3 |
| opportunity to focus effort/ attention | 54.7 | 61.0 | 27.1 | 24.7 | 6.9 | 9.1 | 2.8 | 2.6 | 8.5 | 2.6 |
| academic freedom | 59.5 | 72.7 | 26.7 | 20.8 | 5.3 | 1.3 | 3.2 | 1.3 | 5.3 | 3.9 |
| sabbatical leave | 22.7 | 27.3 | 38.5 | 31.2 | 21.9 | 31.2 | 10.5 | 5.2 | 6.5 | 5.2 |
| administration/committee work | 2.8 | 2.6 | 18.2 | 26.0 | 32.8 | 26.0 | 41.3 | 41.6 | 4.9 | 3.9 |
| amount of salary | 2.4 | 1.3 | 27.1 | 33.8 | 32.0 | 36.4 | 32.4 | 26.0 | 6.1 | 2.6 |
| working conditions | 37.7 | 23.4 | 44.5 | 54.5 | 9.7 | 13.0 | 3.6 | 6.5 | 4.5 | 2.6 |
| job security | 10.5 | 5.2 | 32.4 | 40.3 | 32.8 | 31.2 | 18.6 | 20.8 | 5.7 | 2.6 |
| public recognition | 6.1 | 1.3 | 31.6 | 27.3 | 32.8 | 32.5 | 22.7 | 35.1 | 6.9 | 3.9 |
| opportunity for consulting, etc. | 10.1 | 11.7 | 40.1 | 31.2 | 23.5 | 35.1 | 21.5 | 18.2 | 4.9 | 3.9 |
| possibility of career change | 9.7 | 18.2 | 34.0 | 24.7 | 25.1 | 29.9 | 24.3 | 22.1 | 6.9 | 5.2 |
| other (specify) | 2.4 | 1.3 | 0.4 | | 0.8 | | 1.0 | 1.3 | 1.0 | 1.3 |

SURVEY OF LAW PROFESSORS - 1981

Q-74 OBJECTIVES SERVED BY TEACHING

| | Relative Frequency (%) | | | | | | | | | | | | | | |
|---|------------------------|-------|------------|-------|-------------|-------|------------|-------|--------|-------|------|------|-----|-----|-----|
| | A great deal | | Moderately | | Very little | | Not at all | | Blank | | | | | | |
| | Common | Total | Common | Total | Common | Total | Common | Total | Common | Total | | | | | |
| a) produce competent legal practitioners | 42.9 | 44.8 | 50.6 | 46.2 | 45.4 | 42.9 | 6.5 | 5.9 | 3.9 | 2.0 | 2.2 | 2.6 | 2.4 | 1.9 | |
| b) raise issues of public policy | 42.1 | 41.4 | 39.0 | 47.4 | 46.0 | 41.6 | 7.7 | 9.9 | 16.9 | 1.2 | 0.9 | | 1.6 | 1.9 | 2.6 |
| c) help students to understand intellectual/philosophic significance of law | 51.8 | 46.0 | 27.3 | 36.0 | 35.8 | 35.1 | 9.3 | 34.5 | 31.2 | 0.4 | 1.2 | 3.9 | 2.4 | 2.5 | 2.6 |
| d) help students to be more sensitive to issues of professional ethics and responsibilities | 32.8 | 28.7 | 15.6 | 44.1 | 42.3 | 36.4 | 17.4 | 21.9 | 36.4 | 2.4 | 3.7 | 7.8 | 3.2 | 3.4 | 3.9 |
| e) help students to be more reflective, critical, analytical | 72.5 | 71.9 | 70.1 | 23.1 | 24.4 | 28.6 | 0.8 | 0.6 | | 0.4 | 0.3 | | 3.2 | 2.8 | 1.3 |
| f) provide students with practical, legal skills | 24.7 | 24.1 | 22.1 | 48.2 | 46.9 | 42.9 | 20.2 | 22.8 | 31.2 | 3.6 | 3.7 | 3.9 | 3.2 | 2.5 | |
| g) provide students with knowledge of substantive rules of law | 32.8 | 39.8 | 62.3 | 48.6 | 44.1 | 29.9 | 13.4 | 11.7 | 6.5 | 1.6 | 1.2 | | 3.6 | 3.1 | 1.3 |
| h) help students to develop their own personal character | 10.9 | 10.8 | 10.4 | 32.8 | 28.4 | 14.3 | 39.7 | 38.9 | 36.4 | 12.1 | 17.9 | 36.4 | 4.5 | 4.0 | 2.6 |
| i) motivate students to work for change, reform | 17.8 | 19.1 | 23.4 | 50.2 | 46.9 | 36.4 | 22.3 | 23.8 | 28.6 | 5.3 | 6.2 | 9.1 | 4.5 | 4.0 | 2.6 |
| j) help students to understand impact of law on society | 48.6 | 46.0 | 37.7 | 41.3 | 39.2 | 32.5 | 5.7 | 9.9 | 23.4 | 0.8 | 1.2 | 2.6 | 3.6 | 3.7 | 3.9 |

SURVEY OF LAW PROFESSORS - 1981

Q-74A OTHER TEACHING OBJECTIVES OF GROUP CONCENTRATING
ON PRODUCING COMPETENT LEGAL PRACTITIONERS

Q-74A (a great deal) X Q-74B - j

| | Frequency (%) | | | | |
|--|------------------------------------|----------------------------------|-----------------------------------|----------------------------------|-----------------------------|
| | A great deal Common Total Civil | Moderately Common Total Civil | Very little Common Total Civil | Not at all Common Total Civil | Blank Common Total Civil |
| raise issues of public policy | 41.0 43.1 48.7 | 52.4 47.2 33.3 | 9.0 | | |
| help students to understand intellectual, philosophical significance of law | 50.5 47.2 38.5 | 39.0 36.8 30.8 | 14.6 | | |
| help students to be more sensitive to issues of professional ethics and responsibilities | 47.5 40.3 25.6 | 38.1 38.9 41.0 | 18.1 | | |
| help students to be more reflective, critical, analytical | 31.0 79.9 76.9 | 16.2 18.1 23.1 | 0.7 | | |
| provide students with practical, legal skills | 46.7 45.8 43.6 | 42.9 40.9 33.9 | 12.5 | | |
| provide students with knowledge of substantive rules of law | 54.3 60.4 76.9 | 42.9 36.8 20.5 | 2.1 | | |
| help students to develop their own personal character | 15.2 13.9 10.3 | 36.2 31.3 18.0 | 38.9 | 14.6 | |
| motivate students to work for change, reform | 19.1 22.2 30.8 | 56.2 50.0 33.3 | 20.1 | 4.8 | |
| help students to understand impact of law on society | 47.6 45.1 38.5 | 43.8 38.2 23.1 | 13.2 | | 1.4 |

n = 105 Common
n = 39 Civil
n = 134 Total

SURVEY OF LAW PROFESSORS - 1981

Q-75 LIKELY TO REMAIN A LAW TEACHER

| | Common | | Civil | | Total | |
|--------|--------|------|-------|------|-------|------|
| | N | % | N | % | N | % |
| YES | 136 | 55.1 | 54 | 70.1 | 190 | 58.6 |
| UNSURE | 94 | 38.1 | 9 | 11.7 | 103 | 31.8 |
| NO | 12 | 4.9 | 14 | 18.2 | 26 | 8.0 |
| Blank | 5 | 2.0 | | | 5 | 1.5 |

SURVEY OF LAW PROFESSORS - 1981

Q-76 ALTERNATIVE CAREERS

| | Common Law | | Civil Law | | Total |
|------------------|------------|------|-----------|---|---------|
| | N | % | N | % | N % |
| private practice | 65 | 65.0 | 10 | | 75 63.0 |
| government | 61 | 61.0 | 6 | | 67 56.3 |
| politics | 19 | 18.0 | 1 | | 20 16.8 |
| other | 29 | 29.0 | 9 | | 38 31.9 |
| no. of cases | 100 | | 19 | | 119 |

SURVEY OF LAW PROFESSORS - 1981

Q-77 EXPECTATIONS OF SALARY IN OCCUPATIONS OUTSIDE LAW TEACHING

| | Relative Freq. (%) | | | | | | | |
|--------------------|--------------------|-------------------------|------|--------------|------|------------------------|------|--------------|
| | 100% | <u>Higher by</u> 50% | 25% | <u>Equal</u> | 25% | <u>Lower by</u> 50% | 100% | <u>Blank</u> |
| private practise | 38.0 | 31.2 | 11.7 | 4.6 | 1.2 | 0.3 | | 13.0 |
| government service | 1.9 | 24.4 | 36.1 | 16.4 | 0.9 | | | 20.4 |
| politics | 2.2 | 7.1 | 16.4 | 14.2 | 10.5 | 1.5 | 0.6 | 47.5 |
| other | 4.9 | 4.6 | 6.2 | 5.2 | 1.2 | 0.6 | 0.3 | 76.9 |

Q-77A EXPECTATIONS OF SALARY IN OCCUPATIONS OUTSIDE LAW TEACHING: Common/Civil

| | Relative Frequency (%) | | | | | | | | | | | | | | |
|--------------------|------------------------|------------------|--------------|--------------|--------------|-----------------|--------------|------|------|------|------|-----|------|------|------|
| | 100% | Higher by 50% | 25% | Equal | 100% | Lower by 50% | Blank | | | | | | | | |
| Common Civil | Common Civil | Common Civil | Common Civil | Common Civil | Common Civil | Common Civil | Common Civil | | | | | | | | |
| private practise | 40.1 | 31.2 | 10.9 | 14.3 | 2.0 | 13.0 | 1.6 | 1.3 | 14.2 | 9.1 | | | | | |
| government service | 2.0 | 1.3 | 25.9 | 19.5 | 36.4 | 35.1 | 15.0 | 20.8 | 1.2 | 19.4 | 23.4 | | | | |
| politics | 1.6 | 3.9 | 6.5 | 9.1 | 15.0 | 20.8 | 13.4 | 16.9 | 11.3 | 7.8 | 1.6 | 1.3 | 0.8 | 49.8 | 40.3 |
| other | 5.3 | 3.9 | 4.0 | 6.5 | 5.7 | 7.8 | 2.0 | 15.6 | 1.2 | 1.3 | 0.8 | 0.4 | 80.6 | 64.9 | |

SURVEY OF LAW PROFESSORS - 1981

Q-78 PRIMARY LEGAL SYSTEM

| | Common | Total | Civil |
|------------|--------|-------|-------|
| civil law | 2.4 | | 66.2 |
| common law | 93.5 | | 13.0 |
| both | 2.8 | | 16.9 |
| blank | 1.2 | | 3.9 |

Q-79 MEANS OF EXPOSURE TO "OTHER" LEGAL SYSTEM

| | Relative Freq. (%) | | | | | |
|--------------------------------------|--------------------|------|-------|------|-------|------|
| | Common | | Civil | | Total | |
| | N | % | N | % | N | % |
| undergraduate courses (student) | 55 | 22.3 | 29 | 37.6 | 84 | 25.9 |
| graduate courses (student) | 38 | 15.4 | 22 | 28.6 | 60 | 18.5 |
| taught undergraduate students | 42 | 17.0 | 17 | 22.1 | 59 | 10.8 |
| taught graduate students | 26 | 10.5 | 9 | 11.7 | 35 | 9.0 |
| taught Civil/Common Exchange program | 19 | 7.7 | 10 | 13.0 | 29 | 15.7 |
| guest lecturer/seminar leader | 31 | 12.6 | 20 | 26.0 | 51 | 48.5 |
| No. of cases | 102 | 41.3 | 55 | 71.4 | 157 | |

Q-80 MEANS OF RESEARCH CONTACT WITH "OTHER" LEGAL SYSTEM - LAST 5 YEARS

| | Relative Freq. (%) | | | | | | | | | |
|--|----------------------------|------|---------------------------|------|-----------------------------|------|-----------------------|------|-----------------------|-----|
| | Frequently Common Civil | | Sometimes Common Civil | | Hardly ever Common Civil | | Never Common Civil | | Blank Common Civil | |
| a) read cases, articles etc. from other system | 10.1 | 48.1 | 41.3 | 32.5 | 34.0 | 10.4 | 11.3 | 2.6 | 3.2 | 6.5 |
| b) used materials from other system in research | 6.5 | 49.4 | 34.0 | 28.6 | 38.9 | 11.7 | 17.4 | 3.9 | 3.2 | 6.5 |
| c) collaborated with colleagues from other system in research, writing | 0.8 | 9.1 | 8.5 | 29.9 | 18.2 | 20.8 | 65.2 | 31.2 | 7.3 | 9.1 |

SURVEY OF LAW PROFESSORS - 1981

Q-83A WISH GREATER FAMILIARITY WITH OTHER SYSTEM

| | Absolute Freq. | Relative Freq. |
|--------|----------------|----------------|
| Common | 176 | 71.3 |
| Civil | 58 | 75.3 |
| Total | 234 | 72.2 |

SURVEY OF LAW PROFESSORS - 1981

Q-83B FEEL HANDICAPPED BY LANGUAGE BARRIER

| | Absolute Freq. | Relative Freq. |
|--------|----------------|----------------|
| Common | 163 | 66.0 |
| Civil | 11 | 14.3 |
| Total | 174 | 55.4 |

SURVEY OF FULL-TIME CANADIAN PROFESSORS OF LAW

INSTRUCTIONS

Answers to the questions require a check in the appropriate circle ☒ or the entering of a number in the boxes provided . Please note that for numbers less than 10 a leading zero should be entered in the first of the two boxes, eq. for the number 4 - .

Certain questions request your use of the codes provided below to indicate discipline, country, or province. To indicate the discipline of philosophy, for example, write the corresponding code number in the boxes - .

CODE FOR DISCIPLINES

| | |
|-------------------------|---|
| Anthropology | <input type="text" value="1"/> <input type="text" value="1"/> |
| Archaeology | <input type="text" value="1"/> <input type="text" value="2"/> |
| Architecture | <input type="text" value="1"/> <input type="text" value="3"/> |
| Art | <input type="text" value="1"/> <input type="text" value="4"/> |
| Business Administration | <input type="text" value="1"/> <input type="text" value="5"/> |
| Criminology | <input type="text" value="1"/> <input type="text" value="6"/> |
| Demography | <input type="text" value="1"/> <input type="text" value="7"/> |
| Economics | <input type="text" value="1"/> <input type="text" value="8"/> |
| Education | <input type="text" value="1"/> <input type="text" value="9"/> |
| Geography | <input type="text" value="2"/> <input type="text" value="1"/> |
| History | <input type="text" value="2"/> <input type="text" value="2"/> |
| Industrial Relations | <input type="text" value="2"/> <input type="text" value="3"/> |
| Information Science | <input type="text" value="2"/> <input type="text" value="4"/> |
| Library Science | <input type="text" value="2"/> <input type="text" value="5"/> |
| Linguistics | <input type="text" value="2"/> <input type="text" value="6"/> |
| Literature - English | <input type="text" value="2"/> <input type="text" value="7"/> |
| Literature - French | <input type="text" value="2"/> <input type="text" value="8"/> |
| Literature - Other | <input type="text" value="2"/> <input type="text" value="9"/> |
| Medieval Studies | <input type="text" value="3"/> <input type="text" value="1"/> |
| Philosophy | <input type="text" value="3"/> <input type="text" value="2"/> |

| | |
|-----------------------|---|
| Political Science | <input type="text" value="3"/> <input type="text" value="3"/> |
| Psychology | <input type="text" value="3"/> <input type="text" value="4"/> |
| Public Administration | <input type="text" value="3"/> <input type="text" value="5"/> |
| Religious Studies | <input type="text" value="3"/> <input type="text" value="6"/> |
| Social Work | <input type="text" value="3"/> <input type="text" value="7"/> |
| Sociology | <input type="text" value="3"/> <input type="text" value="8"/> |
| Statistics | <input type="text" value="3"/> <input type="text" value="9"/> |
| Theatre | <input type="text" value="4"/> <input type="text" value="1"/> |
| Urban Studies | <input type="text" value="4"/> <input type="text" value="2"/> |
| Other | <input type="text" value="4"/> <input type="text" value="3"/> |

CODE FOR COUNTRIES

| | |
|-------------|---|
| Canada | <input type="text" value="5"/> <input type="text" value="1"/> |
| U.K. | <input type="text" value="5"/> <input type="text" value="2"/> |
| U.S.A. | <input type="text" value="5"/> <input type="text" value="3"/> |
| France | <input type="text" value="5"/> <input type="text" value="4"/> |
| Australia | <input type="text" value="5"/> <input type="text" value="5"/> |
| New Zealand | <input type="text" value="5"/> <input type="text" value="6"/> |
| Other | <input type="text" value="5"/> <input type="text" value="7"/> |

CODE FOR PROVINCES

| | |
|----------------------|---|
| British Columbia | <input type="text" value="6"/> <input type="text" value="1"/> |
| Alberta | <input type="text" value="6"/> <input type="text" value="2"/> |
| Saskatchewan | <input type="text" value="6"/> <input type="text" value="3"/> |
| Manitoba | <input type="text" value="6"/> <input type="text" value="4"/> |
| Ontario | <input type="text" value="6"/> <input type="text" value="5"/> |
| Quebec | <input type="text" value="6"/> <input type="text" value="6"/> |
| New Brunswick | <input type="text" value="6"/> <input type="text" value="7"/> |
| Prince Edward Island | <input type="text" value="6"/> <input type="text" value="8"/> |
| Nova Scotia | <input type="text" value="6"/> <input type="text" value="9"/> |
| Newfoundland | <input type="text" value="7"/> <input type="text" value="1"/> |
| Yukon | <input type="text" value="7"/> <input type="text" value="2"/> |
| N.W.T. | <input type="text" value="7"/> <input type="text" value="3"/> |

I.D. No _____

CONSULTATIVE GROUP ON RESEARCH AND EDUCATION IN LAW

SURVEY OF FULL-TIME CANADIAN PROFESSORS OF LAW

A. PERSONAL INFORMATION

1. Year of Birth 19 2. Sex m ☐ 1 f ☐ 2
3. Citizenship: Canadian ☐ 1 Landed Immigrant ☐ 2 Other ☐ 3
4. Academic Rank: Full Professor ☐ 1 Associate Professor ☐ 2 Assistant Professor ☐ 3 Other ☐ 4
- 4.a Number of years full-time law teaching

B. BACKGROUND AND EXPERIENCE

5. Education: Non-Law

| | DISCIPLINE (Use Code Provided) | AWARDING INSTITUTION | COUNTRY (Use Code Provided) | YEAR DEGREE AWARDED |
|--------------------------|---|-------------------------|---|--|
| a) B.A. | <input type="text"/> <input type="text"/> | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| b) B. Sc. | <input type="text"/> <input type="text"/> | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| c) Other Undergraduate | <input type="text"/> <input type="text"/> | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| d) M.A. | <input type="text"/> <input type="text"/> | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| e) Other Master's Degree | <input type="text"/> <input type="text"/> | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| f) Doctorate | <input type="text"/> <input type="text"/> | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |

6. Education, Law

| | AWARDING INSTITUTION | COUNTRY (Use Code Provided) | YEAR DEGREE AWARDED |
|---------------------------------------|-------------------------|---|--|
| a) First Degree (LL.B, LL.L, etc.) | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| b) Second Degree (LL.M, D.E.S., etc.) | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |
| c) Doctorate (LL.D, Ph.D, etc.) | _____ | <input type="text"/> <input type="text"/> | 19 <input type="text"/> <input type="text"/> |

7. Have you been admitted to the bar in Canada? Yes ☐ ¹ No ☐ ²

8. If yes, in which province(s) and in what year:

Province
(Use Code Provided)

Year

a)

19

b)

19

c)

19

9. Have you been admitted to the bar in any other country(ies): Yes ☐ ¹ No ☐ ²

10. If yes, in which country(ies) and in what year:

Country

Year

(Use Code Provided)

a)

19

b)

19

c)

19

11. Indicate all languages, including indigenous Canadian Languages, in which you have some proficiency.

| Languages | Read | Speak | Write | Understand (Oral) |
|------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) English | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ |
| b) French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Please indicate your law-related full-time work experience (before becoming a law teacher, or on leave from law teaching):

| Work Experience | <u>FULL TIME</u> No. of Years |
|--|---|
| a) law clerk (specify court) _____ _____ | <input type="text"/> <input type="text"/> |
| b) private practise | <input type="text"/> <input type="text"/> |
| c) member of law reform commission | <input type="text"/> <input type="text"/> |
| d) project director or staff researcher for law reform commission | <input type="text"/> <input type="text"/> |
| e) member of quasi-judicial agency | <input type="text"/> <input type="text"/> |
| f) staff member or counsel to quasi-judicial agency | <input type="text"/> <input type="text"/> |
| g) member of non-judicial board or commission | <input type="text"/> <input type="text"/> |
| h) staff member or counsel to non-judicial board or commission | <input type="text"/> <input type="text"/> |
| i) industry/business | <input type="text"/> <input type="text"/> |
| j) government department | <input type="text"/> <input type="text"/> |
| k) public interest or community group | <input type="text"/> <input type="text"/> |
| l) mediator/arbitrator | <input type="text"/> <input type="text"/> |
| m) other (specify) | <input type="text"/> <input type="text"/> |

13. Over the past 5 years have you worked part-time in any of the following law-related work experiences:

Work Experience

| | Yes | No |
|--|-----------------------|-----------------------|
| a) private practise | <input type="radio"/> | <input type="radio"/> |
| b) member of law reform commission | <input type="radio"/> | <input type="radio"/> |
| c) project director or staff researcher for law reform commission | <input type="radio"/> | <input type="radio"/> |
| d) member of quasi-judicial agency | <input type="radio"/> | <input type="radio"/> |
| e) staff member or counsel to quasi-judicial agency | <input type="radio"/> | <input type="radio"/> |
| f) member of non-judicial board or commission | <input type="radio"/> | <input type="radio"/> |
| g) staff member or counsel to non-judicial board or commission | <input type="radio"/> | <input type="radio"/> |
| h) industry/business | <input type="radio"/> | <input type="radio"/> |
| i) government department | <input type="radio"/> | <input type="radio"/> |
| j) public interest or community group | <input type="radio"/> | <input type="radio"/> |
| k) mediator/arbitrator | <input type="radio"/> | <input type="radio"/> |
| l) other (specify) | <input type="radio"/> | <input type="radio"/> |

C. RESEARCH

In answering the following questions, please include as "research" all substantial and original work, whether performed on contract or otherwise; exclude book reviews, short popular articles, law books for laymen, teaching materials and continuing legal education materials (the latter categories will be the subject of separate questions). Unless otherwise indicated, the questions are directed to your research activities during the period 1975-1980.

14. Have you employed the following research techniques or resources, and if "yes", how often:

| | No | Yes | Frequently | Sometimes | Hardly Ever |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) library based using published materials | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ | <input type="radio"/> ⁵ |
| b) personal interviews, questionnaires, surveys | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) systematic observation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) consulting existing statistical data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) developing new statistical data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) using automated information bases | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) consulting unpublished legal documentation and records | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) consulting unpublished non-legal documentation and records | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Have you encountered obstacles in gaining access to any of the above sources of information, and if "yes", how often:

| | No | Yes | Frequently | Sometimes | Hardly Ever |
|-----------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) financial obstacles | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ | <input type="radio"/> ⁵ |
| b) legal/official obstacles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) other (specify) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Concerning your library based research, please estimate the percentage of this work conducted in the following libraries:

(Reminder: for numbers less than 10, write 0 in the first square)

%

- | | | |
|--|----------------------|----------------------|
| a) your personal library | <input type="text"/> | <input type="text"/> |
| b) your university law library | <input type="text"/> | <input type="text"/> |
| c) libraries of other common law faculties in Canada | <input type="text"/> | <input type="text"/> |
| d) libraries of other civil law faculties in Canada | <input type="text"/> | <input type="text"/> |
| e) libraries of common law faculties abroad | <input type="text"/> | <input type="text"/> |
| f) libraries of civil law faculties abroad | <input type="text"/> | <input type="text"/> |
| g) other law libraries in Canada | <input type="text"/> | <input type="text"/> |
| h) other law libraries abroad | <input type="text"/> | <input type="text"/> |
| i) your university library | <input type="text"/> | <input type="text"/> |
| j) other non-law libraries in Canada | <input type="text"/> | <input type="text"/> |
| k) other non-law libraries abroad | <input type="text"/> | <input type="text"/> |

N.B. The total of these percentages must be 100%

17. What is your estimate of the adequacy of your university law library in relation to your primary area(s) of research:

| HOLDINGS | Excellent | Good | Fair | Poor | No Opinion |
|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) texts/treatises | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ | <input type="radio"/> ⁵ |
| b) law reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) government documents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) periodicals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) legislation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SERVICES | | | | | |
| g) hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) reference service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) interlibrary loan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Photocopying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) microfilm faculties | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. What is your estimate of the adequacy of Canadian Research Tools in relation to your primary areas of research:

| | Excellent | Good | Fair | Poor | No Opinion |
|---------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) general texts | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ | <input type="radio"/> ⁵ |
| b) finding aids (indexes, catalogues) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) bibliographies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) automated information systems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 1) Doctrinal: involving the detailed analysis of existing legal doctrine, literature, statutes and cases;
- 2) Historical: concerned with tracing the history of some development within the law and possibly as well its relationship to the history of a society;
- 3) Theoretical: philosophy of law, jurisprudence.

- 1) Common/Civil: involving the comparison of the two basic Canadian legal systems on some aspect of law;
- 2) Transnational: involving the comparison of legal systems between nations.

- 1) Empirical: based primarily on empirical data, whether sociological, political, economic or other;
- 2) Non-Empirical: involving interdisciplinary collaboration or conducted from the perspective of another discipline (other than philosophy or history).

[illegible]

SUBJECT AREA CODE

| | |
|---------------------------------------|--------------------------------|
| Administration of Justice-111 | Insurance-159 |
| Administrative Law-112 | International Law-161 |
| Agency-113 | Jurisprudence-162 |
| Air Law-114 | Labor Relations-163 |
| Arbitration-115 | Land Law-164 |
| Bailment-116 | Landlord and Tenant-165 |
| Bankruptcy-117 | Law for the Layman-166 |
| Banks and Banking-118 | Law Reform-167 |
| Children-119 | Legal Aid-168 |
| Citizens and Citizenship-121 | Legal Education-169 |
| Civil Law-122 | Legal History Canadian-171 |
| Civil Rights and Human Rights-123 | Legal History other-172 |
| Combines-124 | Legal Profession-173 |
| Commercial Law-125 | Legal Research-174 |
| Communications-126 | Legislation-175 |
| Comparative Law-127 | Limitation of Actions-176 |
| Compensation for Victims of Crime-128 | Medical Law-177 |
| Computers-129 | Motor Vehicles-178 |
| Conflict of Laws-131 | Municipal Law and Planning-179 |
| Constitutional Law-132 | Natural Resources-181 |
| Consumer Protection-133 | Negotiable Instruments-182 |
| Contracts-134 | Para-legal Services-183 |
| Co-operatives-135 | Patents and Trade Marks-184 |
| Copyright-136 | Personal Property-185 |
| Corporations-137 | Persons-186 |
| Creditors Rights-138 | Poverty Law-187 |
| Criminal Law-139 | Practice and Procedure-188 |
| Criminal Procedure-141 | Privacy-189 |
| Criminology and Penology-142 | Private International Law-191 |
| Damages-143 | Restitution-192 |
| Divorce-144 | Space Law-193 |
| Ecclesiastical Law-145 | Statistics-194 |
| Economics-146 | Statutory Interpretation-195 |
| Education-147 | Taxation-196 |
| Employment Law-148 | Torts-197 |
| Environmental Law-149 | Trade Unions-198 |
| Estate Planning-151 | Transportation Law-199 |
| Evidence-152 | Trusts and Trustees-211 |
| Expropriation-153 | Unemployment Insurance-212 |
| Family Law-154 | Water and Water Courses-213 |
| Government-155 | Will and Estates-214 |
| Immigration-156 | Women - Legal Status-215 |
| Indians and Inuit-157 | Other (specify)-216 |
| Industrial Property-158 | |

20. Since beginning your research career has the methodology of your research changed significantly: Yes ☐ 1 No ☐ 2

21. If "yes"; have you used the following approaches more or less:

| | More | Less |
|-------------------------------------|-------------------------|-------------------------|
| a) doctrinal | <input type="radio"/> 1 | <input type="radio"/> 2 |
| b) theoretical | <input type="radio"/> | <input type="radio"/> |
| c) historical | <input type="radio"/> | <input type="radio"/> |
| d) comparative: common/civil | <input type="radio"/> | <input type="radio"/> |
| e) comparative: transnational | <input type="radio"/> | <input type="radio"/> |
| f) interdisciplinary: empirical | <input type="radio"/> | <input type="radio"/> |
| g) interdisciplinary: non empirical | <input type="radio"/> | <input type="radio"/> |

22. We would like to identify the audience to which legal research and writing is oriented. To which of the following has your research and writing over the past 5 years been addressed, and how often:

| | Frequently | Sometimes | Hardly Ever | Never |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) students | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| b) law reform/public policy formation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) practitioners/judges | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) legal scholars | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) scholars in other disciplines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) general public | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Since beginning your scholarly career, has the orientation of your research changed in regard to these audiences: Yes ☐ 1 No ☐ 2

24. If "yes", with regard to which audiences has it changed?

| | More | Less |
|---------------------------------------|-------------------------|-------------------------|
| a) students | <input type="radio"/> 1 | <input type="radio"/> 2 |
| b) law reform/public policy formation | <input type="radio"/> | <input type="radio"/> |
| c) practitioners/judges | <input type="radio"/> | <input type="radio"/> |
| d) legal scholars | <input type="radio"/> | <input type="radio"/> |
| e) scholars in other disciplines | <input type="radio"/> | <input type="radio"/> |
| f) general public | <input type="radio"/> | <input type="radio"/> |
| g) other | <input type="radio"/> | <input type="radio"/> |

25. Over the past 5 years have you received direct financial subsidy for your research (exclude graduate school support or fees for professional consultation):

Yes ☐ 1 No ☐ 2

26. If "yes", indicate the funding sources from which you have received funds, indicating as well whether the research was commissioned (i.e. funding source defined the project) or self-initiated (i.e. you decided what you wished to investigate):

| | Self Initiated | Commissioned |
|---|-------------------------|-------------------------|
| Financial source | | |
| a) your university | <input type="radio"/> 1 | <input type="radio"/> 2 |
| b) your law faculty | <input type="radio"/> | <input type="radio"/> |
| c) SSHRCC/Canada Council | <input type="radio"/> | <input type="radio"/> |
| d) federal government departments | <input type="radio"/> | <input type="radio"/> |
| e) provincial government departments | <input type="radio"/> | <input type="radio"/> |
| f) Federal Law Reform Commission | <input type="radio"/> | <input type="radio"/> |
| g) provincial Law Reform Commission | <input type="radio"/> | <input type="radio"/> |
| h) special interest groups (please specify) | <input type="radio"/> | <input type="radio"/> |
| i) law foundation | <input type="radio"/> | <input type="radio"/> |
| j) other foundation (please specify) | <input type="radio"/> | <input type="radio"/> |
| k) other | <input type="radio"/> | <input type="radio"/> |

27. How often have you required the following amounts of research funds:

| | Frequently | Sometimes | Hardly Ever | Never |
|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) \$0 - \$2,499 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| b) \$2,500 - \$4,999 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) \$5,000 - \$9,999 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) \$10,000 - \$24,999 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) \$25,000 + | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. In considering the possibility of seeking research funding have you been discouraged for any of the following reasons, and if "yes" how often::

| | No | Yes | Frequently | Sometimes | Hardly ever |
|--|------------------------------------|---|------------------------------------|------------------------------------|------------------------------------|
| a) granting agency(ies) not prepared to entertain projects in desired area | <input type="radio"/> ¹ | <input checked="" type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ | <input type="radio"/> ⁵ |
| b) conditions of proposed grant unacceptable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) overly complex application procedure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) amount offered inadequate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) lack of salary supplement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) lack of provision for released time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) other, please specify | | | | | |

29. What is your estimate of the adequacy of the funding opportunities for legal research in the primary areas of interest to you:

| | Excellent | Good | Fair | Poor | No Opinion |
|-------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Self Initiated | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ | <input type="radio"/> ⁵ |
| b) Commissioned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. Do you consider that there is developing a legislative/judicial approach in the two principal areas in which your research is focused which could be termed distinctively:

| | No Opinion | | |
|---------------|--|---------------------------------------|------------------------------------|
| a) Canadian | Yes <input type="radio"/> ¹ | No <input type="radio"/> ² | <input type="radio"/> ³ |
| b) Provincial | Yes <input type="radio"/> ¹ | No <input type="radio"/> ² | <input type="radio"/> ³ |

D. ALLOCATION OF WORKING TIME

(Reminder: for numbers less than 10, write 0 in the first square).

31. Considering the past 5 year period, estimate the approximate percentage of your working time devoted to:

| | % |
|---|---|
| a) undergraduate teaching and course preparation | <input type="text"/> <input type="text"/> |
| b) graduate teaching and course preparation | <input type="text"/> <input type="text"/> |
| c) teaching in non-law faculties or departments | <input type="text"/> <input type="text"/> |
| d) law school and university administration and committee work | <input type="text"/> <input type="text"/> |
| e) research and writing, self-initiated work | <input type="text"/> <input type="text"/> |
| f) research and writing, commissioned work | <input type="text"/> <input type="text"/> |
| g) continuing legal education/Bar Admission | <input type="text"/> <input type="text"/> |
| h) "law for laymen" writing or services | <input type="text"/> <input type="text"/> |
| i) other remunerated professional work, excluding all the above | <input type="text"/> <input type="text"/> |
| j) unpaid public services | <input type="text"/> <input type="text"/> |
| k) other | <input type="text"/> <input type="text"/> |

The Total of these percentages must be 100%.

E. TEACHING

32. Estimate the degree to which your teaching is related to the research you have classified in question 19.

- 75 - 100% ☐ 1
- 50 - 74% ☐ 2
- 25 - 49% ☐ 3
- 0 - 24% ☐ 4

33. Over the past 5 years did your teaching involved any of the various methodological approaches, and if "yes", how often:

| | No | Yes | Frequently | Sometimes | Hardly Ever |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) doctrinal | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b) theoretical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) historical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) comparative - Civil/Common | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) comparative - transnational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) interdisciplinary - empirical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) interdisciplinary - non-empirical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34. If you answered positively to "f" or "g" above, please indicate the discipline(s) involved, using the discipline code:

Discipline

35. Over the past 5 years, did you supervise student research using any of the various methodological approaches, and if "yes", how often:

| | No | Yes | Frequently | Sometimes | Hardly Ever |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) doctrinal | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b) theoretical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) historical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) comparative - Civil/Common | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) comparative - transnational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) interdisciplinary - empirical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) interdisciplinary - non-empirical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

36. If you answered positively to "f" or "g" above, please indicate the discipline(s) involved, using the discipline code:

Discipline

37. Over the past 5 years, have you taught in collaboration with a colleague or conducted research in collaboration with a colleague in any other discipline:

Collaborated in Teaching

Yes ☐ 1
No ☐ 2

Collaborated in Research

Yes ☐ 1
No ☐ 2

38. If you have collaborated in teaching, please indicate the discipline(s) involved using the discipline code.

| | |
|--|--|
| | |
|--|--|

| | |
|--|--|
| | |
|--|--|

39. If you have collaborated in research, please indicate the discipline(s) involved using the discipline code.

| | |
|--|--|
| | |
|--|--|

| | |
|--|--|
| | |
|--|--|

40. What are the teaching methods that you make use of and how often:

| | Frequently | Sometimes | Hardly Ever | Never |
|----------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) socratic/discussion | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| b) clinical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) problem method | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) traditional lecture | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) individual/seminar discussion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) simulations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) other (please specify) _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

41. Are you supervising graduate students this year? Yes No

☐ 1 ☐ 2

42. How many graduate students have you supervised over the past five years?

| | |
|--|--|
| | |
|--|--|

43. Is the work of your graduate students an important part of your own research?

Yes No
☐ 1 ☐ 2

44. Are you permitted by your law school to use the teaching methods which you prefer:

| Frequently | Sometimes | Hardly Ever | Never |
|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |

- | | | Frequently | Sometimes | Hardly Ever | Never |
|-----|---|--|---------------------------------------|------------------------------------|------------------------------------|
| 45. | Do you feel your law school is positive towards the development of courses in areas of interest to you: | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ |
| | | A great deal | Moderately | Very little | Not at all |
| 46. | Do you believe the curriculum at your faculty stimulates student interest in legal scholarship? | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ |
| | | A great deal | Moderately | Very little | Not at all |
| 47. | Do the established requirements for admission to the bar in your province affect your teaching methods or course content: | <input type="radio"/> ¹ | <input type="radio"/> ² | <input type="radio"/> ³ | <input type="radio"/> ⁴ |
| 48. | Do you consider that your law school has a distinctive philosophy | | | | |
| | | No Opinion | | | |
| a) | of education: | Yes <input type="radio"/> ¹ | No <input type="radio"/> ² | <input type="radio"/> ³ | |
| b) | of law: | Yes <input type="radio"/> ¹ | No <input type="radio"/> ² | <input type="radio"/> ³ | |

F. PUBLICATION

49. Considering publications related to your research as defined in section C (page), over the past 10 years (1970-1980) please indicate the total number of publications, in each of the following categories, of which you have been the author (co-author) or editor (co-editor).

| Type of Publication | Number Published |
|--|---|
| a) Books | <input type="text"/> <input type="text"/> |
| b) Edited Books | <input type="text"/> <input type="text"/> |
| c) Chapters in Books | <input type="text"/> <input type="text"/> |
| d) Reports and Studies (eq. law reform commission) | <input type="text"/> <input type="text"/> |
| e) Edited Law Reports | <input type="text"/> <input type="text"/> |
| f) Articles | <input type="text"/> <input type="text"/> |
| g) Other (specify) | <input type="text"/> <input type="text"/> |

50. Apart from the publications above have you published any other forms of legal writing such as teaching materials, continuing legal education materials, or law for laymen materials?

Yes ☐¹ No ☐²

If "no" go to question no. 72.

51. If "yes", which type(s) of legal writing have you published:

Teaching materials ☐¹
 Continuing legal education ☐²
 Law for layman ☐³
 Other (specify) ☐⁴

52. If you have published teaching materials which of the following publisher(s) did you use (if not go to no. 57):

Your law faculty ☐¹
 Commercial press ☐²
 University press ☐³
 Other (specify) ☐⁴

53. Did you receive extra remuneration for this work: Yes ☐¹ No ☐²

54. If "yes", from which of the following sources:

Your law faculty ☐¹

Your university ☐²

Community/professional organization ☐³

Royalties ☐⁴

Other (specify) ☐⁵

55. Did you receive financial support for the costs related to preparing these materials: Yes ☐¹ No ☐²

56. If "yes", from which of the following sources:

Your law faculty ☐¹

Your university ☐²

Community/professional organization ☐³

Commercial press ☐⁴

Government ☐⁵

Other (specify) ☐⁶

57. If you have published continuing legal education materials which of the following publishers did you use (if no, go to no. 62):

Your law faculty ☐¹

Commercial press ☐²

University press ☐³

Other (specify) ☐⁴

58. Did you receive extra remuneration for this work: Yes ☐¹ No ☐²

59. If "yes", from which of the following sources:

Your law faculty ☐¹

Your university ☐²

Community/professional organization ☐³

Royalties ☐⁴

Other (specify) ☐⁵

60. Did you receive financial support for the costs related to preparing these materials: Yes ☐¹ No ☐²
61. If "yes", from which of the following sources:
- Your law faculty ☐¹
- Your university ☐²
- Community/professional organization ☐³
- Commercial press ☐⁴
- Government ☐⁵
- Other (specify) ☐⁶
62. If you have published law for laymen materials which of the following publishers did you use
(if not, go to no. 67)
- Your law faculty ☐¹
- Commercial press ☐²
- University press ☐³
- Other (specify) ☐⁴
63. Did you receive extra remuneration for this work: Yes ☐¹ No ☐²
64. If "yes", from which of the following sources:
- Your law faculty ☐¹
- Your university ☐²
- Community/professional organization ☐³
- Royalties ☐⁴
- Other (specify) ☐⁵
65. Did you receive financial support for the costs related to preparing these materials: Yes ☐¹ No ☐²

66. If "yes", from which of the following sources:

- Your law faculty ☐ ¹
 Your university ☐ ²
 Community/professional organization ☐ ³
 Commercial press ☐ ⁴
 Government ☐ ⁵
 Other (specify) ☐ ⁶

67. If you have published other forms of legal writing please specify _____
 (if not, go to no. 72). If so, which of the following publishers did you use:

- Your law faculty ☐ ¹
 Commercial press ☐ ²
 University press ☐ ³
 Other (specify) ☐ ⁴

68. Did you receive extra remuneration for this work: Yes ☐ ¹ No ☐ ²

69. If "yes", from which of the following sources:

- Your law faculty ☐ ¹
 Your university ☐ ²
 Community/professional organization ☐ ³
 Royalties ☐ ⁴
 Other (specify) ☐ ⁵

70. Did you receive financial support for the costs related to preparing these materials: Yes ☐ ¹ No ☐ ²

71. If "yes", from which of the following sources:

- Your law faculty ☐ ¹
 Your university ☐ ²
 Community/professional organization ☐ ³
 Commercial press ☐ ⁴
 Government ☐ ⁵
 Other ☐ ⁶

G. CAREER FACTORS

72. For which of the following reasons did you become a law teacher?

| | Major Importance | Moderate Importance | Some Importance | No Importance |
|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) interest in teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| b) interest in research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) interest in law reform | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) academic life style | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) independence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) dislike practise | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) other (please specify) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

73. What do you like about law teaching?

| | A great deal 1 | Moderately 2 | Very little 3 | Not at all 4 |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a) contact with students | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| b) contact with colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) opportunity for research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) opportunity to focus effort/attention | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) academic freedom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) sabbatical leave | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) administration/committee work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) amount of salary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) working conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) job security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) public recognition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l) opportunity for consulting, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m) possibility of career change | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n) other (specify) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

74. Which of the following objectives do you consider are served by your teaching?

| | A great deal | Moderately | Very little | Not at all |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a) produce competent legal practitioners | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| b) raise issues of public policy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) help students to understand intellectual/philosophic significance of law | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) help students to be more sensitive to issues of professional ethics and responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) help students to be more reflective, critical, analytical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) provide students with practical, legal skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) provide students with knowledge of substantive rules of law | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) help students to develop their own personal character | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) motivate students to work for change, reform | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) help students to understand impact of law on society | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

75. Do you consider that you are likely to remain a career law teacher?

Yes ☐ 1 Unsure ☐ 2 No ☐ 3

76. If "unsure" or "no" above, might you prefer to be involved in:

| | Yes | No |
|-----------------------|-------------------------|-------------------------|
| a) private practise | <input type="radio"/> 1 | <input type="radio"/> 2 |
| b) government service | <input type="radio"/> | <input type="radio"/> |
| c) politics | <input type="radio"/> | <input type="radio"/> |
| d) other | <input type="radio"/> | <input type="radio"/> |

77. If you did change careers, would you expect your salary to be significantly different in:

[illegible]

H. CONTACT WITH "OTHER" LEGAL SYSTEM

78. Are you primarily a civil lawyer ☐ ¹
or a common lawyer ☐ ²
or equally both ☐ ³

If you are a civil lawyer, the "Other" system referred to is the common law, and vice-versa.

79. Indicate whether you have been involved with the other system through the following means:

- a) followed undergraduate course(s) dealing with aspects of the other system ☐
- b) followed graduate course(s) dealing with aspects of the other system ☐
- c) taught students from other system, undergraduate level ☐
- d) taught students from other system, graduate level ☐
- e) taught in the Civil/Common Exchange Programme ☐
- f) given guest lecture, seminar in which the two systems were compared ☐

80. Over the past five years, have you:

| | Frequently | Sometimes | Hardly Ever | Never |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a) read cases, articles, etc. from other system | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b) used materials from other system in research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) collaborated with colleagues from other system in research, writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

81. If you are a common lawyer, has your experience with the other system related
 (a) to Quebec: Yes ☐¹ No ☐² ;
 (b) has it related to any other civil law jurisdiction Yes ☐ No ☐
82. If you are a civil lawyer, has your experience with the other system related (a) to Canada's
 common law provinces: Yes ☐ ¹ No ☐ ² ; (b) has it related to any other common law
 jurisdiction: Yes ☐ ¹ No ☐ ²
83. Do you now:
- | | Yes | No |
|--|------------------------------------|------------------------------------|
| a) wish greater familiarity with other Canadian system | <input type="radio"/> ¹ | <input type="radio"/> ² |
| b) feel handicapped by language barrier | <input type="radio"/> ¹ | <input type="radio"/> ² |

I. OTHER GENERAL COMMENTS

84. Please take this opportunity to express your views on matters raised in this questionnaire, or any other matters of interest to you related to legal research and education in Canada.

